

PROCEEDINGS
OF THE
EIGHTH CONVENTION
OF THE
EASTERN CONFERENCE
OF HOME TEACHERS

PERKINS INSTITUTION
WATERTOWN, MASSACHUSETTS

PRICE \$2.00

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SEPTEMBER 7 TO SEPTEMBER 10, 1938

BEYOND the teaching provided for the blind in special schools is home teaching. Most of this is with people who have lost their sight after school age, and much of it involves adjustment to newly acquired blindness. Because of the psychological effect, blind persons are generally chosen for this important work. To hear the sure tread of the home teacher's approach, to share his confidence in a darkened world, and to acquire from him skills which conquer sightlessness, all are factors in a successful adjustment when sight is gone. Home teachers play an important role in the struggle to overcome the results of blindness.

—*Gabriel Farrell*

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Editor's Note: Throughout the book, the names of blind persons will be starred.

FOREWORD

THE Eastern Conference of Home Teachers traces its inception to 1926, when a little group of home teachers from Connecticut and Massachusetts gathered, upon invitation of Dr. Edward E. Allen, for three memorable days in February, at Perkins Institution, to meet with sessions of the Harvard Class. Annual meetings of this group, soon augmented by teachers from New Jersey and Rhode Island, were held at Watertown, Massachusetts, with Perkins Institution as the entertaining organization, until, in 1938, the somewhat loosely knit organization was invited to meet at the Connecticut School for the Blind, in Hartford, when it was voted thereafter to hold its sessions by-ennially. In 1930 the New Jersey Commission for the Blind was host to the conference with the Robert Treat Hotel as the meeting place. The Rhode Island Bureau for the Blind was the entertaining body in 1932, with the meetings held at the Rhode Island State College at Kingston. The Pennsylvania Institution for the Instruction of the Blind at Philadelphia welcomed the conference in 1934, and the New York Institute for the Education of the Blind, in New York City, in 1936. In 1938, the conference was convened again at Watertown, with 104 delegates and registered guests in attendance, forty-nine of whom were home teachers.

Membership in the organization is limited to active and retired home teachers, to executives in organizations employing home teachers and supervisors of home teaching departments in such organizations. Membership has been widened to include eligible representatives in all the New England States, New York, New Jersey, Delaware, Pennsylvania, Maryland, Virginia, District of Columbia, Ohio, and this year membership was opened to South Carolina. Conference membership is not large but all of its activities are conducted by a group of home teachers, and recognition has gradually been attained on merit and accomplishment.

This is the first printed Proceedings of the organization to be issued, but brief mention of certain previous meetings of the conference is to be found in issues of the Outlook for the Blind.

ADDRESS OF WELCOME

DR. GABRIEL FARRELL

Director, Perkins Institution, Watertown, Mass.

Madam President and Friends: I am glad to welcome you here to Perkins Institution. It seems appropriate for home teachers to hold their conference at this school because the organization, I understand, was formed here. I also know that many of our graduates are members of the association, and I have recently been told that all of your presidents have been graduates of Perkins Institution. It is, therefore, to many of you as if you were returning to your homeland to gain the strength and inspiration which comes from the native soil. It is my sincere hope as this conference opens that the roots of association with Perkins already deep will become deeper and that the nurture which this Institution can give will grow stronger and that the fruits of achievements of your association, already great, will become more abundant.

I hope that all are comfortable. If there is anything that you need or want for your comfort or convenience, do not hesitate to ask for it. We want in every way to help you while you are here as indeed we want in every way to help you in your work after you go away from here.

You will find ready for you the fall issue of the *Lantern*. It has been published a little earlier than the scheduled date so that you might have it at this Conference. Indeed we have dedicated this number to the home teachers and have tried in the issue to tell something about you and your work. I am sorry that we have made a mistake in that we have stated that the president is Miss Mary E. French, whereas I find that the president is Mrs. Gladys Bolton Stevens. I apologize to Mrs. Stevens for depriving her of the distinction of being mentioned as the president. On the other hand, I know that all of us would be delighted to have such an able person as Miss French as the presiding officer. I am sorry that this mistake was not corrected before going to press, but perhaps we can blame that on the hornet, also.

You may be amused to know that you are indebted for this number of the Lantern to a hornet. A couple of weeks ago I encountered a hornet, who was inconsiderate enough to sting me rather ardently right above the right eye. This caused my face to swell up until I was rather unsightly and could hardly see. The first night I was disturbed about it and could not sleep and in order to occupy my mind I began to think of your conference and also of the Lantern because I knew I had to prepare it pretty soon, and at that moment I had the inspiration to dedicate the coming number to the home teachers. The swelling caused by the bee extended until it closed up the whole right side of my face and my right eye and the left side of my face up to the eye so that my vision, if measured at that time, would be nil in the right eye and less than 20/200 in the other eye. This perhaps put me in an excellent condition to prepare a paper for you and with the partial vision of one eye I pounded out the Lantern on my typewriter. Therefore, because of the hornet, this special number is now available for you.

I am glad to observe the fine out-reaching constructive program which has been planned for this conference. It shows that you have an earnest desire to widen your field of service and to deepen the ability of each one of your members. I am especially pleased to see on the program talks on the preventing of blindness, and also to find in the exhibit room some very valuable data on that important phase of our work. Prevention of blindness is always the uppermost in our minds and all must lend a hand in that great crusade.

I read the other day that for all health purposes in the forty-eight states the sum of \$11,800,000 was spent last year. Another \$1,000,000 was raised by states to be used for the control of syphilis. Certainly these facts show that we must do our part in preventing blindness.

While public health officials, ophthalmologists, and scientists of different kinds may use all their ingenuity and power in tackling the problem of cutting down the nearly 75 per cent of blindness which is preventable, there is one area which is beyond their control, an area which lies entirely in the hands of the blind for its elimination, that is, that portion of the loss of sight which comes from hereditary

causes. It is estimated that nearly one-quarter of present blindness is hereditary and the elimination of that source of loss of sight lies entirely within the control of those who are without sight themselves. I can think of no greater inspiration or no more promising achievement than to see the blind rise up and say "It shall not pass." There should be developed a determination to wipe out that cause of the loss of sight. Ways and means of accomplishing this are definite and well known. The accomplishment, however, calls for character and resolution, more education and inspiration and I know of no group that can give these vital factors to those who need it more than you who are the home teachers.

Home teaching, therefore, can play an important part in the great crusade to prevent blindness. As an organization you have grown not only in number, but you have grown in purpose. You have reached far beyond the objectives first set forth by Mr. Anagnos when he sent forth the first two home teachers of Massachusetts. To them he said, "Bring comfort and solace to your people." Beyond that objective you have added education and training in skills which provides activities for the hands and means of earning a livelihood and for people to make a contributory place in life. Even beyond these objectives I would urge you to add the one of preventing loss of sight and especially to inspire those whose blindness comes from hereditary causes to feel their responsibility and to take their part in this elimination of this form of sightlessness. The challenge of this day in every quarter is prevention and to the blind there comes the charge to eliminate the loss of sight which passes from generation to generation.

RESPONSE

*GLADYS BOLTON STEVENS

President of the Conference, and Home Teacher for the Massachusetts
Division of the Blind, Boston

Dr. Farrell, we do appreciate your cordial welcome to Perkins. Certainly all present will agree that everything is being done for our comfort and happiness. Many of us have for some time been looking forward to this visit to Massachusetts. To me, personally, it seems like a real home coming.

We home teachers feel highly honored to have the September issue of the *Lantern* dedicated to us and our work. I just overheard two of the retired teachers here on the platform say that this is the very finest number of the *Lantern* we have had.

It is most gratifying to us to have the friends from South Carolina with us. We are happy to welcome the delegates from Ohio. We sincerely hope they will find the time spent with us pleasant and profitable.

I shall not take time now for any lengthy remarks because we have an interesting program ahead of us for the evening, but I would like to leave one thought with you. In these days when our efforts are centered on trying to help our pupils to earn money we must not lose sight of the friendly contacts which it is our privilege to make. Many times the home teacher is the only blind person her pupil ever knows, the only one who can sympathetically understand his point of view and his many problems. Therefore, we become a very special kind of friend. Many of these folks whom we visit are discouraged and some of them nearly desperate at finding themselves in a world of darkness and alone. So when the home teacher arrives and it is known to her pupil that she, too, does not see, the pupil is nearly always glad to receive this new friend. The teacher sits down beside him and says, perhaps not in these words exactly, but expresses the thought that "Here I am, your

friend, come to help you. Just tell me all your problems and let us talk them over and try to find some sort of solution." Our objective, of course, is to teach him to do something useful and to read and to become once more a normal, happy individual. But sometimes for one reason or another we cannot teach him to read. He may not be able to learn to do hand work of any kind so we may feel that our efforts as a teacher are wasted, but at least we can be his friend and make him realize that, and thus help him to feel less lonely. When I leave a pupil after the first call if he does not ask me to come again, or if I do not feel that some progress has been made toward forming a helpful friendship, then I feel that I have utterly failed. So, dear friends, let us never lose sight of the spiritual side of our work.

GREETINGS FROM DR. EDWARD E. ALLEN

Parker's Close, Hartley Wintney, Hants, England,

August 15, 1938

The approaching Watertown Conference of home teachers finds me far away in person but as near as ever in spirit. So here's to you all—Greetings!

Those old times of the 1920's when our New England teachers used to meet annually at Perkins, filling the three days with recital of golden purposes and deeds—how can I ever forget them? It was there that my young students of the Harvard course had their first meeting with the actual thing—the devoted application of the theory to which they had been listening. Doubtless I had said to them: "Home teaching is a sentiment, not a science." If so those three days made my meaning plain.

There were still active then our pioneers and their immediate followers. Do you not recall what Miss Lucy Wright wrote of them and published, I think, in our commission's report? She felt, as many of us still do, that the missionary part of their visitation is the core of it to most of their pupils. A home teacher with whom I have traveled

about here in England assures me that his blindness is a definite qualification and asset, being positive, as he is, that we who see cannot be the perfect missionary, since we lack the mutuality of condition which puts teacher and pupil into full accord.

I have driven about too with supervisors of the English home workers and have never seen anything to beat it as a scheme to get perfect work—articles which sell solely on merit. These supervisors, very properly, have eyesight. But most present-day English home teachers also see. Asking why, I learned that when the Blind Person's Act of 1920 was to be put into effect the many new home teachers needed were chosen from graduates of schools of social work, and for two reasons. First, these were the only persons who had even approximate training for it; and second, the blind home teachers of that period had been poor material and had been given the job because they were blind and were willing to work for little pay; in short, since these had got a black eye for their poor results, their blindness became a disqualification for their immediate followers. Then too, as these seeing successors required no guides, did more things, that is, covered the social service requirements more fully, they have continued to hold the fort, only an occasional new home teacher having been appointed from among the blind. Yes, and this preference continues in spite of the fact that home teaching over here differs from ours in that its pupils are only the unemployable, the aged or ill, invalids or patients who need occupational therapy through reading or handwork.

The reed baskets and other simple things they turn out are thus little more than desultory pastime work. Even so these are exposed for sale wherever feasible, especially at public and private flower shows, and people buy, not because they want the things but because they are urged to do so to help the poor blind. Once when I protested, saying that selling these badly made articles but served to strengthen the all too prevalent notion that blindness precludes good work, I was told that the societies jolly well couldn't afford to abandon it so long as it could be made to excite metallic pity. About this Dr. Howe used to say: "The Blind need not be a class; and where they form one it is not because of their affliction but of their treatment."

How true this still is everywhere! Does it not seem sometimes that the compelling motive to much well-meaning benevolence is the emotional satisfaction it brings the giver?

Now what would I fain have you take from my message? First, that while not stressing less the demand for efficient home teachers, you will not forget that so-called efficiency can be overdone and become a self-satisfying display. Even so please remember, secondly, that personal experience in blindness, valuable as it is, is not enough; inasmuch as, if put to work in this field without other qualifications, it hurts both your pupils and the cause of all blind people, the beneficent home teaching included. To be a loyal blind person at all means to feel a responsibility to your fellows in blindness.

By all means, therefore, support such preparatory training as the Overbrook course in home teaching has been giving and hopes to continue to give. Yet in so doing always remember to choose as students individuals who are by nature and spirit adapted to serve others as well as themselves, and who will not fail to use the teachings of applied science in addition to the feelings of sentiment.

Home teaching was the fortunate discovery of some blind person. Dr. Moon claimed that the idea came to him in answer to prayer. Be it so. As a natural service by blind to blind it is still on trial in our country. Then let it be the aim of your association to continue it ideally as heretofore. And so, may God bless you and it.

P. S. All my associations with home teaching in U.S.A. from Mr. Moore in Philadelphia down have led to the feeling that it bears the marks of revelation; that is, provided it is done by blind teachers of the right sort. But even these must be born; they cannot be made. So I have been glad to send my greeting and blessing.

Should my reference to home workers not be plain to them, tell any inquirer that I understand these to be the select few, blind from childhood and trained in some specialty at an institution, who can do first class work at home without help and rapidly enough to qualify them for the "scheme." What I found some of these doing were: Stock-

ing machine, knitting, weaving, willow basketry, garment knitting, cobbling and piano tuning.

Most handicrafts here are done in shops; but most blind people cared for are the scattered unemployables who are visited by the so-called home teachers, who whisk about in their little cars.

Editor's Note: This paper was read by Frances W. Herrick, Social Worker, Connecticut Board of Education of the Blind, Hartford.

LEGISLATION IN BEHALF OF THE BLIND

*WILLIAM H. MCCARTHY

Director, Massachusetts Division of the Blind, Boston

Madam President, and Members of the Eastern Conference of Home Teachers: As Director of the Massachusetts Division of the Blind, it affords me unbounded pleasure to welcome you, the members of the Eastern Conference, to Massachusetts, and to bring you the official greetings of the Division of the Blind. It is my earnest hope that when you leave Massachusetts, and return to your respective states and organizations, you will have renewed old friendships, and will carry home with you many new ideas and renewed enthusiasm, that you may feel it has been a worth-while conference.

I believe it is just two years ago this very month since I last had the pleasure of addressing you. Since then much water has gone over the dam, and many changes have taken place—most of them, I hope, for the best. In Massachusetts, I honestly believe we are making progress, and forging ahead on all fronts. Never, in the history of the Division have we been so busy in all departments. Our Industrial Department, however, has suffered somewhat of late, due to the recession from which I feel we are now emerging. I feel very optimistic on this point, and am satisfied that better business lies ahead. Our Home Teachers will agree, I think, that they have been busier than ever before, so

busy in fact that they have been hardly able to keep up with the work. Our Sight Saving Classes, forty-one in number, are filled, and arrangements are being made to open additional classes in the near future. Our Sales Department is rapidly making history. In 1935 I felt that a definite outlet should be found for the many articles made by our blind people in their homes. In consequence, early in 1936, I inaugurated a sales campaign. A sales promoter was employed, who travels throughout the state organizing and conducting sales in the various cities and towns. At the close of 1936, after the campaign had been in progress for a year, our sales for the year had increased approximately 100 per cent. In 1937 a continued increase was noted, and at the close of the year sales amounting to approximately \$23,000 had been made. This year we hoped to reach \$30,000, but I fear we will fall somewhat short of this goal because, as above stated, of the recession. However, I am sure we will increase the amount over that of last year.

Much progress, I believe, is being made in our Relief Department. In 1934-35, we were aiding approximately 900 blind persons. The average amount given each month was less than \$14 per person. Today we are assisting more than 1,100 people, and the average monthly grant is nearly \$22 per person. That you may understand this more clearly I would like to explain that this figure does not include blind people who are receiving their financial aid through the Old Age Assistance Department. All persons more than 65 years of age, who are citizens, and otherwise eligible for aid, must receive this aid from the Old Age Assistance Department. We only aid needy blind persons between the ages of 21 and 65, and non-citizens over 65 who are thus not eligible for Old Age Assistance. I would estimate that approximately 900 blind persons are receiving Old Age Assistance. Therefore, 2,000 would be a fair estimate of the number of blind persons now receiving financial aid in the State of Massachusetts. This shows quite an increase from 1935.

I feel that we in Massachusetts have been greatly assisted by recent legislation, and I often wonder if those of us interested in this work throughout the country, give a sufficient amount of thought to the benefits that may be

gained by legislation. When last I addressed you, in New York, I told you of some legislation that had been passed here in Massachusetts. Tonight I want to review the whole legislative program of the past few years.

In 1906, when the Commission was established, one of its primary objectives was the control and wiping out of ophthalmia neonatorum. It was known at that time, that the use of a prophylactic in the eyes of a new-born infant would prevent total blindness, and in most cases even defective vision. After two or three years of educational agitation along these lines, a bill was introduced in the legislature, to make it mandatory upon the attendant at time of birth to use a prophylactic in the eyes of the infant. Because of the opposition at that time, the bill was defeated. The best measure that could be obtained was a law making ophthalmia neonatorum a reportable disease—that is, each case as soon as it was discovered had to be reported to the local board of health. However, the use of a prophylactic at time of birth became so prevalent, being a requirement in most of our better hospitals, and being used by the best doctors, that it was generally thought to be law. However, in 1935, when I began to study the matter, it was estimated that there were more than 1,000 unregistered physicians in the state, and the consequences that might result from any carelessness by these unscrupulous practitioners, moved me to have a bill introduced in the legislature, making it mandatory upon all physicians and attendants at time of birth, to use a prophylactic in the eyes of the infant. It was freely predicted that it would take at least five years for such legislation to pass, but I am happy to inform you that it did not take five weeks, after the bill was introduced, before it was passed and approved by His Excellency, the Governor.

A study of our industrial conditions led me to believe that something was needed, not only to increase, but to stabilize the business. Consequently I caused a bill to be introduced making it mandatory upon the state, and its political sub-divisions to purchase from the Division of the Blind all articles made in our workshops, and used by the various departments and institutions; also the renovating of all publicly-owned mattresses, the caning of all chairs, and the tuning of all publicly-owned pianos must be done by

blind workmen. This, you understand, means the tuning of every piano in the public schools of the commonwealth. This particular piece of legislation has meant a great deal, and has placed many thousands of dollars in the pockets of our boys, who had found it very difficult to earn a livelihood during the depression years. This law is working out exceptionally well, and generally speaking we are receiving fine coöperation from the various departments of the state, cities and towns.

Two other pieces of legislation that have recently become law, will I feel, in time, mean much to our people. First, a law which gives preference to blind dictaphone operators, in all state departments where dictaphones are used. Of course you understand, they must qualify under the civil service rules and regulations.

The other law concerns university extension courses. Many of our boys and girls graduate from Perkins Institution and find themselves out of employment, and with much time on their hands for a few years after graduating. I felt that many of them would like, not only to occupy their time, but to continue their education and broaden their training, if it were possible for them to do so. Now then, in this state, we have more than one hundred university extension courses conducted by the Department of Education. We introduced a bill that would give any blind person who had lived in the commonwealth for at least twelve months, the privilege of taking any of these courses free of charge. There are at present several who have taken advantage of this privilege, and I am very sure that when this law is better known and understood, many of our boys and girls will be glad to take advantage of its provisions.

To those who are interested in relief work, I wonder if your experience has been similar to ours. Under the law, a recipient of our aid may have in the bank, an amount not in excess of \$300. We have found that these cases have to be verified and checked, but in many instances the banks were unwilling to disclose such information to our workers. To overcome this difficulty we had a bill passed which obliges banks, and such financial institutions of the commonwealth to disclose to the Division of the Blind the account of any person who has applied for, or is receiving relief from this

Division. This legislation has been very helpful to our Relief Department.

A serious problem that I think you are all familiar with, and have possibly been troubled with in your respective states as much as we have here in Massachusetts, is that of the fake promoters who raise funds purporting to be for the blind. Many unscrupulous people have found it profitable to sell merchandise of all kinds in the name of the blind, but only a fractional part of one per cent of the profits of such sales ever goes to the blind. Concerts and entertainments have been constantly promoted by professional fakers, supposedly in the interests of the blind, but again the blind received only a small per cent of the proceeds. Straight soliciting has also been done, and in fact almost every scheme known to the professional faker to raise money, has been used in the name of the "poor blind." It was estimated that more than one-quarter of a million dollars has been raised annually in this illegitimate manner.

Now understand, I do not mean that all organizations, or all persons soliciting funds for the blind are fakers. This is not so, for we have many able and honest organizations and associations in the commonwealth, who are at present doing valiant work for the blind. So I do not want you to confuse such organizations with the previously mentioned frauds.

After much thought, and careful study of this situation, I had introduced, a bill, now known as Chapter 329 of the Acts of 1938, which provides for the regulating of all funds raised for the benefit of the blind. Any articles of merchandise, any ticket or tag, sold in the interests of the blind, must be so marked, and the seller must be licensed by the Division of the Blind. Any person conducting a concert or an entertainment of any kind for a blind person or group of blind persons, must be licensed by the Director of the Division of the Blind, and said entertainment must be conducted under the regulations prescribed by the Director. This bill also takes care of the blind street beggar, for one of its provisions is that no person may hold out his blindness as an inducement to gain patronage.

This bill carries with it a very heavy penalty for any violation, but any person denied a license is given the right to appeal. Now then, this law is very strict, and you may, at first, think it would be harmful in some instances. This however, is not true, for it is designed to protect the legitimate organizations and the public, as well as the blind themselves, and seeks only to penalize the swindler, who by preying on the public, shakes their confidence in the legitimate organizations which are endeavoring to carry on the good work. Nor does it in any way restrict any blind person in the pursuit of a gainful occupation.

I wonder if we are at all times alert and keen to the advantages of good legislation. I have often felt in my contact with workers from other states, that they do not use the legislature for the purpose for which it is intended. You know that what we get by legislation is law, and any point cleared up in this manner is forever settled. I would therefore say that the message I wish you to take from my talk this evening is to think seriously about matters of legislation in your respective states and organizations, that may be of benefit to those under your charge.

Now then, you are guests of Perkins Institution, and visitors in the Commonwealth of Massachusetts, and while here I want to extend to you all, a cordial invitation to visit our workshops, salesroom, and offices. I am sure you will find in each, something that will interest you. I will notify those in charge of the various shops and offices to give you all attention if you desire to call either individually or in groups, and during your stay in Massachusetts let me wish you all an enjoyable, profitable and instructive week.

STANDARDS OF WORKMANSHIP

CORA L. GLEASON

Retired Member of the Staff, Perkins Institution, Watertown, Mass.

It is truly a great pleasure to be asked to join you in this conference of home teachers. I am proud to be counted as one of you. Really, I have never been employed officially as one. My teaching was voluntary. It started in this way: When Mr. Anagnos gave his consent to the Perkins Alumnae Association to place their home-made articles in the Perkins' salesroom, he advised that someone should be responsible for the articles. This called for more than mere acceptance—rather approval by Perkins' standards.

Sometimes interested patrons wanted different kinds of articles; for instance, one lady wanted a particular kind of sheets for her coachman's quarters; another ordered a large number of holders; then came orders for nurses' caps and various articles which presented many difficulties. These kind friends of the blind and Perkins could not be disappointed or be made to believe that the home workers could not meet the requirements. Some particular person had to be found to do this work as well as teach, so in addition to my regular duties I started out to accomplish the task.

Why do I feel proud to be identified with this group? Because you have met the challenge to give courage, hope, and confidence to the sometimes lonely hearts and souls. For after all it is the will to do that conquers the understanding to develop the remaining faculties. This is not always easy for there are the members of the family that must be won over to this understanding. The family, too, must coöperate and help in keeping the standards high, if there is to be complete success. Sometimes you have encountered what is called sympathy and pity to deal with. Choose some member of the family to put his or her sympathy—if it is real—into action.

Let me wish you continued success. Your work must have been blest else your members would not have increased. It is a great work, not merely teaching the fingers but to give mental uplift and mental stimulus.

BRIEF REMARKS

*LILLIAN R. GARSIDE

Retired Home Teacher, Massachusetts Division of the Blind, Boston

It is good to be here this evening, and I hope that the meetings will be most successful, and that they will have the most far reaching influence for good of any session thus far held in the history of the organization.

Something over a year ago I wrote a letter to our beloved Walter G. Holmes in regard to his suggestion for forming "Friendship Leagues for the Blind." To my surprise, the letter appeared in the Ziegler Magazine soon afterward. Later, I received several communications from readers of the magazine, among which was a letter from Faheem Guyyed, evangelist, of Cairo, Egypt. He has a small private school of eight blind pupils. Their greatest need seems to be for books, in English Braille I suppose, as that is the system in which he writes to me.

I have had several letters from him, and he has told me of the sad condition of the blind in Egypt, confirming much that I have heard before. As I thought about it all, a great wave of thankfulness and gratitude swept over me that I was living in the good old U. S. A. where so much has been done and is being done for our cause. And I began thinking of the many outstanding sighted benefactors who have devoted their lives to helping us to a happier and more useful citizenship.

I may mention a few of them: Dr. Howe, Mr. Anagnos, Drs. Allen, Van Cleve, and Burritt. Our own Mr. Ryan, Mr. Waite, Walter G. Holmes, M. C. Migel, of the American Foundation, Charles F. F. Campbell, Charles B. Hayes, Lady Campbell, Mrs. Kennedy, Mrs. Delfino, and Miss Lotta Rand, also Mrs. Ziegler. Then there are the superintendents of the schools for the blind, and the long line of devoted teachers, matrons, and social workers. There must also be hundreds of more or less obscure persons all over the country who are doing their bit.

Then there are the various magazines we have, the books and talking book records, with free postage so generously provided by Uncle Sam. All this we seem to take as a matter of course, and yet, how wonderful it all is!

We also have many fine organizations doing splendid work, among them the American Foundation for the Blind, and the Eastern Conference of Home Teachers.

I wish that this organization could go on record with some sort of an expression of our appreciation, and gratitude for the help and devotion of these, and all others like them, who have worked so faithfully and efficiently in our behalf. I am sure there is not one of us who is not eternally grateful for the privilege of living in the United States of America.

BRIEF REMARKS

*FANNY A. KIMBALL

Retired Home Teacher, Rhode Island Bureau for the Blind, Providence

I am glad to stand here tonight, and to say that while I have retired from the field in which you are all still active, I am, and must always remain, vitally interested in home teaching. The fundamentals are the same but doubtless the methods have greatly improved, during these later years.

There are two underlying forces that enter into the work of the home teacher. Opportunity and effort. Opportunity is limited only by the capacity of the home teacher. No teacher can serve all with equal success, but rarely is there a case when the teacher does not leave the pupil happier than she finds him. Unstinted, unremitting selfless effort will leave no means untried whereby she may enable the handicapped man or woman to take his or her proper place in society. The teacher must inspire confidence, and make her pupil know that he will succeed in some degree.

A balanced combination of these two forces cannot fail to bring results. Therefore if discouragements come, be very sure that no honest effort is ever lost.

BRIEF REMARKS

*MARY E. ROBERTS

Retired Home Teacher, Massachusetts Division of the Blind, Boston

Robert Burns once wrote:

“O, wad some power the giftie gie us,
To see oursels as ithers see us.
It wad frae mony a blunder free us,
An’ foolish notion.”

When attending the last conference of home teachers at New York I was amused to see how concerned the guides were over the scarcity of mirrors in the dormitories, and it made me realize how necessary they are to the peace of mind of a sighted person. Whether the mirror hangs on the wall, is in a vanity case or is just a reflection from a plate glass window, a woman rarely fails to gaze at herself and will tuck in a stray lock of hair or perhaps powder her nose before passing on, and even the men will just glance to see if their tie is straight or hat at the right angle to suit them.

In our daily contacts all the senses act as mirrors of the mind, and by their reflection the body becomes a dynamic force of self-expression. A breeze from the ocean will cause the lungs to expand as they inhale the refreshing odor; a hand clasp will thrill us with its friendly warmth and the human voice expresses character and emotional reaction to the listening ear. But only a part of our conversation is carried on by the word of mouth; a smile, a frown or a sudden light in the eye may tell secrets the lips would not disclose. Sight is the most important of all the senses and if it is destroyed, its loss causes greater handicap, especially to physical activity than the loss of any other sense.

In schools for the blind, every effort is made to train the body as well as the mind, and great stress is laid on athletics and competitive sports which stimulate muscular freedom and self-reliance while dramatic training, dancing

and mixing with young people from other schools, both blind and sighted, tend to develop poise and social ease. Because of mental and physical weakness there will always be some drooping heads and sagging shoulders. But pupils of today as a whole show a marked improvement in carriage and general bearing over those of fifty years ago. One thing we should remember. No matter how capable and self-sufficient a blind person may become, he cannot be entirely independent. Sighted friends hesitate to tell us of any peculiar habits that would make us conspicuous, fearing to hurt our feelings, but how much better it is to accept gratefully the advice of a friend, than hear criticism from outside sources.

The problem of the home teacher differs from that of a teacher in a school for the blind, for children are usually more adaptable and easier to teach than adults who are the especial care of the home teacher. The adult who has made a place for himself in the great workshop of life, whether it be in factory, office, or home, finds it hard to adjust himself to new conditions, and if by disease or accident he loses his sight, the reaction is one of bitter resentment or crushing defeat, and it is only by persistent effort and her own example that the home teacher is able to arouse interest in the life about him of which he is a part. The family through pity or indifference sometimes allows the blind member to drift into careless, slovenly habits he would never acquire if he could see people and knew they were watching him. The guide who is sight for the teacher when it is needed is invaluable in such cases. People who cannot see, have to be taught many details of etiquette their sighted friends learn by observation and the home teacher should not hesitate to get information from every reliable source if she would help others.

The success of any home teacher lies in a sympathetic understanding of the needs of her pupils and in her ability to show others how to overcome obstacles that lie in the path of happiness and success.

Though we cannot all accomplish great things in the world, we can give the best of ourselves to help others, and we will be remembered by our personality quite as much as by our achievements in the years to come.

HOME TEACHING: ITS BEGINNING IN MASSACHUSETTS

ANNA GARDNER FISH

Registrar, Perkins Institution, Watertown, Mass.

The initial impulse towards Home Teaching in Massachusetts came through the suggestion of Mr. Anagnos, second director of Perkins Institution, in 1898, to the Alumnae Association, an organization of fine young women who stood ever ready to coöperate with him and to carry out his wishes. He advised these graduates to seek out those who had not shared their opportunities of instruction and who would be glad to have help in learning to read and to engage in handicrafts at their homes.

The movement for a state sponsorship in such a field of labor, fostered by a blind man, J. Newton Breed, followed in 1900, and the task of ascertaining how welcome such an enterprise might prove to be was relegated to Frank A. Hill, secretary of the State Board of Education. As a result of this investigation through questionnaire and personal contact, the work was established by Act of Legislature and placed in the hands of the educational board, which in turn passed it over to Perkins Institution, the only agency for the blind then in existence in Massachusetts.

The first teachers, Miss Lillian R. Garside and Miss Lydia Y. Hayes, were appointed by Mr. Anagnos in November, 1900, and plans were immediately formulated for carrying out the purpose of the Act. As a beginning a list was made up of those adults who had applied to Perkins for assistance in learning to read, and a printed leaflet, which set forth the aims of the new movement, was disseminated widely through schools and churches, newspapers, clubs and physicians, and by word of mouth. Mr. Anagnos had declared the object of the undertaking to be the bringing of "comfort and solace" to their pupils, and to his two appointees he said: "You know what is expected of you. Now go out and find your pupils."

John Vars, who joined the group of teachers January 1, 1901, and became the leader of the work under Mr. Anagnos, has told us that in all his experience only one person, an editor, ever refused to give publicity to the cause. Mr. Vars not only maintained a general oversight of the work but kept full records and expense accounts, the latter being met by Perkins which was reimbursed at the end of the year through the State Board of Education. He rendered a yearly report to Mr. Anagnos who in turn sent a detailed account of the work annually to the educational board. "I am not a man of deficits," was Mr. Anagnos' proud assertion, and he kept expenditures strictly within the prescribed limits of \$1,000 during the first year, \$3,600 for the second, and \$5,000 for each succeeding year.

Returns in the way of letters of appreciation and expressions of gratitude were swift in coming in. Tidings of this new form of help for the adult blind in their homes spread rapidly, and soon it was necessary to employ another teacher, and Edward Schuerer began the work in the fall of 1902. Later additions to the staff, after the resignation of Miss Hayes, were Mrs. Mary E. Roberts and Miss Mary F. Grieve, each on half time. The state was mapped out, and the several sections allotted to the respective teachers. The work was systematic and effective, and when earning capacity was attained by some of the pupils through the instruction thus received Mr. Anagnos as well as the home teachers felt real satisfaction.

In 1907 the Massachusetts Commission (now Division) for the Blind began to function, and as it was particularly fitted to help solve the problems of the adult blind it became apparent, in the course of its expansion, that it was the proper agency for carrying on Home Teaching. Thus in 1916 the work was turned over to that Board, in whose hands it has made steady and gratifying progress, now utilizing the services of seven teachers and meeting all demands upon it in an effectual manner.

Throughout the history of the Home Teaching movement the Perkins officials and the Perkins Library have stood by, giving all possible aid and advice and continuing the beneficence of its constant supply of reading matter when the teachers' instructions have ceased. The library

circulates books embossed in Braille and Moon type, as well as talking book records, while the Howe Memorial Press meets many individual needs through the appliances which it produces and sells at cost or less.

Editor's Note: The preceding article is reprinted from the September, 1938, issue of *The Lantern*, a publication of Perkins Institution and Massachusetts School for the Blind.

WHY AND HOW TO FIND WORK FOR A BLIND PERSON

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While this has been the subject assigned, yet I believe we may forget the first part of the subject and assume that the answer to "why" a job should be found is obvious. We all agree that no day is so long as that day in which we have nothing to do, and there is much favorable argument to convince us that occupation is one of the keys to happiness, that self-support is necessary to self-respect, and that achievement in a positive direction is preferable to aimless wandering through life.

How to find a job for a particular or specific blind person is quite another problem. Among a few of the things that we must know are the conditions and surroundings of the individual and the kind of person under consideration. Most failures in individual lives are due to mismatching of persons and occupations. Jobs are taken because of convenience or necessity and not because of preference. Incompatible temperaments are placed together, and friction cremates the relationship. As workers or guides for blind persons, we all too often commit the same offense and then blame the failure on the poor individual who followed our poorer advice.

In considering this entire problem, we must remember that we can not, and never shall be able to, find self-supporting employment for all persons who lose sight. A casual study of the group will soon show that nearly 80 per cent are outside this type of service. Age, adverse mental or other physical conditions, and home conditions force us to limit our services to ameliorative activities only, such as limited home teaching, relief, hospitalization, friendly visiting, etc.

The employable persons must be divided into at least four classes.

1. Those who must work at home and for whom products must be designed and sold. There is a tremendous need for new ideas in this direction and for more attention than this group have had.

2. Those persons who must work in a sheltered environment or shop. The curse of sheltered shops has been and is the condition that makes them subsidized shops, and these subsidies have in too many instances absorbed the entire support of the community, to the discredit and detriment of all concerned. Sheltered shops can and should be self-supporting, and work for the adult blind will not prosper until this condition is eliminated. The nation has many examples to show, where all the funds given to the total group are being absorbed by a few allegedly fortunate persons who are employed in the special shop. There is, and will always be, a need for sheltered industries for those capable persons, who, because of conditions other than blindness, are not employable in or among the sighted under ordinary conditions.

3. Placements among the sighted. These jobs are in a sense sheltered, for unless the placement agency protects and guards the job, it will not last. Persons belong in this service who are acceptable to the public and yet who lack those dynamic qualities of persons who are leaders in life. There are many persons who can go along fairly well if the trail is blazed for them, and who will follow the rules of every-day living in a very satisfactory manner. These persons have every right to a fair chance to live and work normally.

4. This much smaller group of persons are those people who should be in professions and in business for themselves. They are not large in number and yet they are decidedly important. They are the lawyers, doctors, insurance and other salesmen, teachers, etc. The attention they require and deserve is out of proportion to their numbers but not to their value and importance.

In this discussion we are primarily interested in those persons who might be listed in the last two sections. Both of these are to some extent dependent on each other, for each will enjoy prosperity in direct ratio to the success of the other as well as of themselves. Very little attention needs to be given here to the finding of jobs for the last group, for such persons answer this question themselves. However, they are entirely dependent on good public opinion, and we can help them a great deal by doing the rest of our job properly, and thus building a public confidence in the blind that will react in better patronage to those who are working in individual careers. As the entire group improves its approach to the public, the blind person in individual business will find a more ready acceptance and a better income.

How will we find jobs for this fine group of folks, who are lacking in creative ability, but who once started, can go along reasonably well? The thing that goes with sight that is often more disastrous than blindness is the loss of individual sales ability, which is, of course, due to lack of confidence in the individual on the part of the public. It is not usually easy for any person to sell his own talent to a prospective employer. All of us can talk better for the other fellow than we can for ourselves. If this is true under ordinary conditions, it is easy to understand the added difficulty after the loss of sight, when to the individual's ignorance of possibilities, we add the eagerness of the sighted world to inform us in amplified language of our limitations, rather than possibilities.

This lost sales ability must be supplied from somewhere, and the only and logical source is the agency for the blind that has assumed the responsibility. Selling blind labor is like selling any other commodity. There is no supernatural force required, no hypnotism or magic. If you were

going to sell an untried machine, or material, you would find it necessary to prove the merits of your items to your customer, you would have to show the buyer how your goods could be used in his business and that it would profit him to give you an order. The same principles apply in selling blind labor to business and industry. We must first employ capable salesmen for our commodity, and we must be prepared to guarantee our product just the same as any other business firm would do.

The ordinary salesman may carry samples of his merchandise, a working model of his machine, or something of that sort. So it is that our best salesman for blind labor is a blind person who has within himself all the best qualities of the person to be placed. Since the buyer or employer usually wants to know how this new item will function, the blind placement agent can go into the shop and demonstrate jobs and thus prove to the buyer that he can satisfactorily use one of these new units of labor. However, our salesman must also know and understand the buyer's problems and must be able to reconcile this new item with the conditions of the employer or no sale will be made. Again, the blind demonstrating placement agent answers many unasked questions for the customer, and if he is wise he will usually bring these unasked questions to the surface and face them squarely and honestly. Some of them are: How will my blind employee get to work each day and get home again? How about accidents and what is my responsibility? What will be the effect on the morale of my employees? And most important of all: If this person does not produce how will I ever get rid of him, or how will I ever discipline him? This last question is really the most important of all for upon its answer depends all the rest. After the sale is made and a blind worker is delivered to the customer, we must continue our businesslike service, and we must call back again and again, to make certain that our worker is satisfactory, that the customer is not being penalized because of us, and that we can get another order when conditions permit. We call this follow-up or after-care in social work, but in business it may be called service salesmanship. Hundreds of sales have been made and lost because we did not give our customer service and because we thought we were smart persons when we got him to take one of our folks and then forgot

all about it and hoped the customer would do likewise. Selling blind labor is not a high pressure specialty job with a one-time customer for each sale. Instead it is a repeat business that requires the utmost in business ability and administration. In this field of activity we need business men and women and not theorists, teachers, social workers and day-time dreamers.

What jobs can be done in industry? The answer is impossible here, but a few examples will illustrate, and it must be remembered that every production plant has in it one or more practical jobs, but every production plant making similar articles will not necessarily have the same processes. Each manufacturer has his own ideas of equipment, and while two or more may buy the same machines to do a job, yet some of them will alter equipment to meet their own ideas and as a result, a job may exist in one plant and not in another. In general, the following may illustrate:

Metal trades—drill presses of all kinds except those on spot or lay-out work. In other words, any drill that operates with a jig, regardless of whether it is movable or fixed.

Milling machines of all kinds.

Broaching, reaming, assemblies.

Paper boxes—corner cutting, scoring, staying and ending machines, breaking or bending stock.

Wood boxes — nailing machines, delivery from saws, and printing presses, bundling shooks.

Cement—filling bags on machine.

Packing house—linking sausage and wieners, wrapping hams, bacon, butter.

Candy—feeding roving machines, wrapping and packing bars, hard candy, etc.

So it is possible to go through all industry and find satisfactory processes at which sight is not required for normal efficient safe production, and at which a blind person may be employed on the same basis as anyone else. However, the person selected for any given job should be the

same type as the sighted employees in the department. If a proper matching of job and employee is made, normal results will be secured in a normal length of time, and if the blind worker does not achieve this result, then something is wrong and must be corrected at once. Either the job is not suitable or the person is lacking in ability. If you are satisfied that the job is right, then the persons should be replaced, and if you have no one with sufficient skill for the job, then no one should be placed until you find such a person. It is better to have the employer's good-will and no blind person in the plant than to have him making a contribution to sweet charity through his production processes simply because we want to impose an incapable worker upon him and he is willing to accept it at the present moment. Jobs can only be found and secured in industry by the agency first employing competent sales staff for the purpose. A placement agent should average at least ten good interviews a week, and he may have to make fifty calls to do so. If these calls and interviews are intelligently made, results will speak for themselves. Work should be continued regardless of economic conditions. When business is poor, managers have time to talk and to permit surveys, and when business improves, they are ready to buy our ideas. Service or after-care calls should be made either by the placement agent or some member of the staff, and these calls should be frequent enough to keep in touch with all changes in plant management, or working conditions. New superintendents, foremen and managers should be informed by the placement agent as to how and why the blind worker is on the payroll, and confidence in our entire proposition established.

In recent years the idea of operating stands in all kinds of places has gained considerable momentum. The enactment of Federal legislation entitled "The Randolph-Sheppard Act," or Public 732, has given considerable push to the idea, and the Nation is more "concession minded" today than ever before. However, most workers for the blind forget that there are many factors involved in the success of a stand program other than just getting a permit and starting some one in business. Again, we must remember that operating stands is not a new idea and that it has been done for many, many years. Hundreds of stands have been estab-

lished by agencies for the blind and most of these locations have been lost. Until recently, it was almost unanimously conceded that while the idea was good, yet it was impractical. Blind persons have achieved a national reputation for being poor business persons, poor housekeepers, and in general undesirable as business operators. Agencies for the blind have smugly blamed the failures on the blind persons and have been content to blame unfavorable public opinion on hard-heartedness, lack of sympathy, selfishness, and so forth. These workers blame everything and everybody but themselves for the condition and wonder why opportunities are reducing rather than increasing for them. The failure of the stand program for the blind in this Nation is the fault of workers for the blind, and it will continue to fail unless these persons admit this responsibility and do something positive to cure the situation. Operating stands is a big business, and persons must be employed on agency staffs that have business ability and can use it. We must stop using staff workers who are lacking in business ability just because we happen to have them on the pay roll, or because some one exerted pressure to make us give them a job, and so we assign them to the most difficult task in our calendar and then wonder why success does not appear. The only system of stand operating that has produced desirable results is that which has come to be known as a Centralized Control system. An outline of this system can be had from the Office of Education, Division for the Blind, Washington, D. C. Very few of the old workers for the blind will agree with it, and very few of the ordinary types of social workers agree. The reason is due to their desire to avoid daily detail, to recognize their responsibilities, and to blame failures on the poor blind persons, rather than face the facts and take the blame for themselves. In using centralized control, there is no opportunity to dodge responsibility, and yet when this system is properly applied these same workers are surprised at the results and are equally well pleased.

Many blind persons object to centralized control because they are not only blind but short sighted. They think only of their own imaginary privileges, of present advantages, and forget entirely the long range objectives that are so necessary.

It is in reality a quarrel in the individual mind between imaginary individualism and fancied independence and that of definite recognition of responsibility to the very agency that has given bread and jam to the operator. Nowhere has individual ownership of stands been successful, nowhere has an unsupervised placement been successful, and the very nature of things makes this type of service impossible.

Some agencies are today permitting themselves to believe that the Federal buildings will supply all their stand requirements, and as a result are neglecting the other larger and better opportunities that exist. In the final analysis, Federal buildings are only a sample for the community. If these stands are properly installed and operated, the agency can use them as samples to prove that it is entitled to consideration in other places. State, county and municipalities, as well as private business have more stand locations available to use than we have persons to take them. Every building and factory with 200 or more employees, and every community with 2,500 or more inhabitants, has within it a stand opportunity which deserves serious consideration, and more opportunities exist in many communities than there are capable blind persons to place.

If, by any chance, an individual lives in such a rural area that no opportunity does exist, that person should be transferred to the area of opportunity at the earliest possible moment. Sighted persons move all over the world to find an outlet for their particular talent and there is no good reason for denying blind persons similar privileges.

Agencies must recognize the fact that stands must be of the very finest design and workmanship, and must be operated on the highest possible plane of efficiency. The best is not required because blind persons are entitled to the best, but it is required to break down adverse public opinion and to supplement the inadequate personality of the average blind person. When we speak of investing \$1,000 to \$3,000 in a stand location, agency directors shiver and think it is a waste of money and extreme extravagance. Yet, these same workers have no compunction in making investments of more than that amount per capita in sheltered subsidized industries where the earnings per person are very small and the job serves only to further convince the

public that blindness, segregation, helplessness and charity are all synonymous. If a worker in a sheltered shop is entitled to a public investment up to \$5,000 in order to enable him to receive \$8 or \$10 a week, some of which is subsidized, there is little argument for denying the stand operator comparable investment when that opportunity will produce normal incomes, will take care of its cost of operation, requires no subsidy and is a tremendous factor in moulding public opinion along positive lines.

Placement work is a business proposition, whether it is the selling of labor to an employer as a factory, or to the public as a stand operator, or individual professional performer. The problem must be approached aggressively and steadily. Flash in the pan will not secure results. The welfare of blind persons, the consideration from the public, and future opportunities to live normally depend upon the manner in which placement work is done.

GARDENING FOR THE ADULT BLIND

NELSON COON

Faculty Member, Perkins Institution, Watertown, Mass.

As one considers the field of the education of the blind, one is impressed, among other things, with the great changes that have taken place in the social position of blind people in the last decade (nor is this true of the blind alone). The likelihood of gainful employment for blind and seeing alike was admitted in 1928, but in 1938 employment for all normal people is doubtful and for the handicapped is, in most cases, only perhaps the chance or exception. And we can well imagine that for the home teachers here assembled the teaching and encouraging of the adult blind and the adjustment to a changed mode of life are more and more difficult and demand greater resourcefulness. So I come to you today to suggest not a panacea for all your troubles but to offer a few suggestions which, if adopted by your pupils, will, I feel certain, lead to a much happier life; (and

"a happier life" is, is it not, the thing which we are all striving for).

Up in New Hampshire is the head of a great paper manufacturing concern,—hard-headed and practical, and just last month he published a statement which I wish I could quote but which he summed up by saying, "I know of no single activity that contributes so generously to the happiness of mankind" as *gardening*.

Hence, I am going to ask you to take back to your pupils the idea of gardening. Many of you, I suppose, are teaching Braille and some are teaching crafts. Mr. Clunk has ably delineated to us the proposals for gainful employment in many fields and shortly my friend, Mr. Gibson, is going to talk about poultry keeping. Now all of these are practical things and contribute either to adjustment to blindness or to economic self-sufficiency. But I am going to talk about something which indirectly may help out the family budget but something which has first claim for its value in the health and healing of mind and body. Perhaps there are some of you right here who need this suggestion and if you will permit me, I will tell you some of my reasons for enthusiasm and belief in gardening and instead of telling you "How to Garden for the Blind" I am going to tell you WHY.

I think that it is rather obvious for me to tell you that gardening is healthy. But we know that the visually handicapped are all too prone to miss out on proper exercise and here is just the incentive that gets one out in the sunshine in a reasonable degree and promotes not only muscles, but gives that touch with the soil that is everywhere recognized as so necessary for mental and physical health. A writer, Charles E. Montague, puts it this way:

"To be suffered to do some plain work with the real spade used by mankind can give a mystical exaltation. The fatigue of helping the gardener to weed sends him to sleep in the flow of a beatitude that is an end in itself . . . The right education, if we would find it, would work up this creative faculty of delight into all its branching possibilities of knowledge, wisdom and nobility."

In other words, not only is the practice of horticulture an end in itself, but through it we can get other enduring satisfactions.

And what, you ask, are these other enduring satisfactions? I'll let a blind man tell you in one of the best paragraphs on the subject I have ever read. An Englishman, Frank Eyre, writes in the Outlook:

"I should like to insist on the value of gardening as an occupation for the blind from another point of view than that of mere utility or financial profit. I do not desire to minimize the importance of 'turning an honest penny' and doubtless there are a great many blind folk who would gladly take up the work as a profitable side line if only they could set their feet on a plot of land and if they had a modest income to augment. To such as find it possible, however, I recommend gardening as one of the best and happiest ways of finding abundant life. There is the satisfaction of producing acceptable things; there is an interest that is never exhausted; there is a job always at hand and healthy work in the sweet open air engendering good sleep and an appetite that would be envied by many who roll in riches. The smell of the freshly turned earth, the song of the birds, the rhythm of labor, the opportunity for quiet reflection—all these things are weights in the balance to turn the scale in favor of gardening as an occupation for the blind."

Could there be a more comprehensive statement than this? Now there are several phases here which we might consider more fully.

First is his statement about the smell of the freshly turned earth. Doubtless some of you know of my interest in odors as a form of beauty valuable for the blind and the reactions to my article in the Forum have been such that I am encouraged to feel that more help should be given the blind by way of appreciation of natural beauty through the senses of smelling, hearing and touch. In fact, if you were school rather than home teachers I might suggest that the whole matter of the teaching of the natural sciences to the visually handicapped could be approached from these and other angles rather than from an adaptation of methods used for the seeing, which, I believe, is the present practice.

Such instruction might not, I grant you, enable a student to converse in all the usual jargon of such sciences, but it would be much more practical and lead to an appreciation (and hence, enjoyment) of many things which now are perhaps only names. The true gardener and nature lover instinctively knows these enjoyments, but I contend they could be taught to those who naturally use their other senses so much more intelligently. Listen, for instance, to this ecstatic paragraph from Gertrude Jekyll (perhaps the greatest gardening writer of our time):

"I can nearly always tell what trees I am near by the sound of the wind in their leaves, though in the same tree it differs from spring to autumn, as the leaves become of a harder and drier texture. The birches have a quick high-pitched sound . . . the voice of oak leaves is also rather high-pitched, though lower than that of birch . . . How soothing and delightful is the murmur of Scotch Firs both near and far,"

and so on. One could, if one liked, become an authority on the pleasant sounds of trees or the comparative values of flower smells. It would be a most delightful hobby. Or, if one were so inclined, one might become a blind botanist like the noted Englishman, J. G. Wilkinson, who in a life time with his hobby, and totally blind, identified, knew and classified over 200 plants.

I heard but just the other day of a mental wreck who in one short month in a contact with nature regained his complete sanity and everywhere we hear of back-to-nature, back-to-soil work and health and similar movements so that we can say that not only does gardening bring us a knowledge of natural beauty, but it is highly therapeutic. And then it has, as I suggested, further definite economic rewards as a vegetable garden, not only providing aid for the family budget, but giving the worker a sense of a part in the economic scheme, which in this day of state financial aid he very often (and unfortunately) loses.

Another aspect that we should mention is the strong sense of a battle won. We cannot all win on the athletic, economic or other fields, but we can all fight against nature and win a certain percentage of the battle. If gardening had no battles to win, it would not be worth doing and you

will find a very ecstatic gleam of the eye in the face of any enthusiastic gardener as he delineates for you his biggest vegetable or finest flower. Is gardening easy? Definitely not, and my gardening classes will tell you of many back-breaking days in the hot sun pulling endless weeds, but they would also, if they were here today, be proud to take you and show you that nice row of trellis tomatoes or some other accomplishment and you yourself would observe some other benefits that they forget. Dark tan, stronger muscles, good appetite and minds freed of worry, forgotten in hard work.

While I am on the subject of my gardening class, let me say just a word or two further. This year, because of circumstances, I had no class of gardening, such as I have had for five years and so I cannot show you just how we handle things, but I can say that gardening for the blind in its practical details is not much different from gardening for the seeing. Anyone can soon learn to distinguish definite vegetable species from the weeds and even select varieties by differences in foliage and growth. Some few guiding devices are helpful for the totally blind, but they are devices long used by the seeing for keeping rows straight. Any good gardening book would be helpful and we have in our library a hand copy of Wilkinson's Vegetable Gardening, which has been selected as our textbook, which I am sure that any of you interested could borrow to study. My several articles on the subject will indicate further possibilities along the practical angle and I shall be glad at any time by correspondence to help any of your pupils with suggestions.

Of one thing I am quite convinced and that is, that gardening is much more suited to your group than to ours because the young mind, filled with a thousand subjects, does not need or respond to the stimulus of gardening, as does the adult. Claire Leighton in "Four Hedges" puts it this way:

"The possession of a garden is an exacting tie. Someone told me the other day that nobody who was still young would consent to be dominated by a garden, and perhaps he is right . . . The young men will not have their leisure controlled by the earth, for she is a relentless mistress. To us the excitement of taming

the earth seems worth this tie. In a world where science shelters us from all the hardness of life, gardening gives us our only chance of a stimulated battle with the elements."

Which, as you see, brings me right around to the statement that satisfaction and happiness are found in the sense of "battles won," which the unadjusted adult blind so need.

Now you may be saying to me, "Be practical,—tell us what this means to us." It means, my dear friends, that I want you to go back to your pupils and urge such of them as in your judgment need the things I have mentioned to take up gardening. Perhaps you can't all be teachers of gardening, but you can be inspirers and I am certain there are many good friends who can give the needed technical advice. I myself will be glad to answer any questions on the subject that may suggest themselves to you after this talk, but first, in closing, I want to answer one question that I know will come up—"What is a garden and how big, etc.?" Here is what Richard Arkell tells us:

"What is a garden? Goodness knows!

You've got a garden, I suppose:

To one it is a piece of ground

For which some gravel must be found.

To some those seeds which must be sown,

To some, a lawn that must be mown,

To some, a ton of Cheddar rocks:

To some it means a window box;

To some—who dare not pick a flower—

A man at eighteen pence an hour.

To some it is a silly jest

About the latest garden pest;

To some: a haven where they find

Forgetfulness and peace of mind . . .

What is a Garden?

Large or small,

'Tis just a Garden

After all."

POULTRY KEEPING AS AN OCCUPATION FOR THE BLIND

CHESTER GIBSON

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In dealing with the subject of poultry keeping as a possible occupation for the blind with whom you as a group are concerned, there is one point which first of all should be emphasized. We should realize that people with poor vision or without any sight have been successful as poultry farmers. There are a number of men in New England today who are making a living raising poultry but so far as records show, no women are engaged in this type of work although there is no reason why, under modern conditions of rearing and housing of poultry, they cannot do it just as well as men.

It is not possible for anyone not actually engaged in the field of home teaching to know just how much can be done with this subject and it would appear that the number of pupils who would be interested and who could start poultry raising would be rather small. However, if the subject is discussed in a general way and pertinent facts presented for consideration by all who are interested it should be possible to judge whether or not the subject would be one which could be encouraged by home teachers with any degree of success.

Poultry keeping is a most interesting occupation. It pays high returns in health to those who engage in it as well as being a source of income which will be large or small according to the industry and ability of the individual who manages it. It not only gives pleasure as well as profit but it is a desirable recreation or hobby for any blind person. In these days of traffic-congested highways when getting about is a difficult problem even for a person with good sight it is a blessing indeed for a blind person to be able to wrest an income within the confines of his or her own backyard and not be obliged to travel about under extreme nervous tension as so many of them must do.

While we are considering this subject as one which it may be possible either to teach in the home or at least to encourage a beginning to be made by an individual who has the interest and ability to care for a flock, questions like the following will arise. Are there any among your home students who would be interested in managing a flock of poultry? Can poultry keeping be presented to them with any degree of success? If so, what is the best method of bringing it to the attention of any who may be interested but who lack the necessary knowledge for making it a useful occupation? What aids may be found to encourage those who do start so that they may continue the work?

It is not the purpose of this discourse to attempt to answer these questions but to submit for consideration all the information which is available affording you as a group the opportunity of deciding whether poultry keeping can be made more popular as an occupation for the blind. No doubt some or all of these questions may be easily answered but possibly by viewing the subject from different angles new ideas may be gained during the examination of each question which will aid in bringing the subject more within the scope of home teaching.

In your work as home teachers it would be supposed that your problems are individual ones, each person with whom you come in contact presenting a different case for solution. However, the general requirements for the success of each individual with poultry keeping will be the same for all types of adults in your group, for both men and women and for those of all ages. And by success is not meant great financial return. Only the exceptional person, one with ability not only for building up a large commercial enterprise but with business acumen, will reap such a reward. Success for many poultrymen means taking real care of a comparatively small flock not only for the fair financial return which they should receive for their labor but for the pleasure they get in their work. Not everyone can succeed in this occupation any more than they can in any other line of work. The most important personal qualifications needed for any blind person to make a successful venture in this field are: a natural liking for poultry; a willingness and the ability to work; business ability and good judgment.

In your contacts with those whom you visit you will recognize traits or characteristics and will be able to judge best whether any should be encouraged to start a small poultry flock. We always urge a modest beginning to our pupils who have completed the course in poultry raising here at the Institution, whether the ultimate goal be a commercial undertaking exclusively or a side line in addition to other work or simply keeping a flock as a hobby. Starting in a small way has a great advantage over branching out with a more elaborate plan in that the individual concerned becomes acquainted with the business, finding out whether he has a liking for poultry before becoming involved to any great extent. Experience is gained as the flock increases in size and no discouraging relapses or large financial losses can occur.

It is not necessary to own a large farm in order to make a beginning. A back-yard of fair size in a locality in which there are no restrictions against keeping poultry serves the purpose just as well as a larger place.

For any who are encouraged to consider poultry keeping, it might be suggested that they visit a small poultry plant. A trip to a large commercial undertaking would be too confusing to a beginner. The suggestion is also made that the beginner take a correspondence course. There is usually a member of the family who can read the material contained in the lesson as well as the references in the text to those without sight. If the students can read Braille there is material available for them. The Massachusetts State College gives several courses by mail in this subject and the expense is very small. The great advantage of these particular courses is that they are seasonal; i. e., lessons on seasonal topics are given at the proper time of year so that the work with the poultry flock coincides with the theory presented in the course. Hence it is usually recommended that a small flock be started so that the course may be carried on at the same time. No doubt other states supply correspondence courses similar to those given in Massachusetts.

The Department of Agriculture at Washington, D. C., publishes many bulletins relating to poultry keeping, a great

number of which may be secured without charge and many of the states furnish free booklets as well.

The Institution library here at Watertown has regular textbooks on the subject besides a number of books and pamphlets on special departments of poultry keeping.

After a beginning has been made, however small, the county extension service, the authorized agency of the Massachusetts State College, is always ready to help when advice or assistance is needed.

Some of the first questions with which you will be confronted will be: How much money will be required to start a flock? How many birds and which breed shall be chosen? What kind of a house will be needed? The answers to all these questions depend entirely upon the individual concerned, upon his personal likes and dislikes and upon his ability with the saw and hammer. If a start is made during spring or early summer with two or three broody hens and hatching eggs, the entire cost can be kept below five dollars. Two small wooden boxes can be made over into coops suitable for houses. While the birds which have hatched are developing, during the summer months, it will be the proper time to plan and build the laying house and equipment so that when fall comes all will be ready for the layers.

Nearly all blind persons who have taken up this work as a main occupation have made a start in this way, constructing their own buildings at first. Sometimes an old shed or other building may be made suitable for the purpose at very little expense by making a few changes.

If preferred, a house may be purchased already made. The cost need not be very large for a building suitable for about ten birds. There are several manufacturers near Boston who sell such portable houses.

The choice of a breed depends upon several different factors but it is safe to say that either the Rhode Island Red or the Plymouth Rock breed will be satisfactory for a blind person to manage, provided they are purchased from a reliable source. One reason for the selection is that birds of this type are of a more quiet disposition and not as easily frightened as those of some of the other breeds. The

locality will have some bearing upon the selection. A person living in the vicinity of New York City would probably be advised to keep the Leghorn breed as white-shelled eggs bring a higher price there although the quality is the same as in eggs with shells which are brown. Near Boston and in the greater part of New England the brown-shelled variety are preferred. Other breeds are sometimes kept, some for one purpose and some for another but these recommendations are made, based upon experiences during a long period of years of teaching the subject to blind pupils as well as by contact with former pupils who are successful poultrymen.

Possibly a brief mention of the methods used in teaching the subject here at this school should be made. The main object of the two-year course is not to make experienced poultrymen of our pupils but to give them an opportunity to find out for themselves at first hand whether they have a real liking for poultry; the patience which is necessary and the ability to carry on such work. An attempt is made to show them just how a small poultry plant is managed, giving them a fair picture of the work in all its details.

The practical side of poultry raising is emphasized for the beginner, leaving the theoretical for those who have proven themselves to be really interested for one year in the actual work of the plant. Every class of beginners is scheduled for daily work in accordance with the size of the group so that each pupil is on duty for one week at a time, in turn. He or she, as the case may be, is responsible for the routine work for the entire week and each night turns in the eggs collected, to a member of the advanced class. At the end of the week a statement is surrendered showing data with regard to egg collections, mortality of flock layers, grain received and whatever is necessary to keep accounts and records accurately.

The first year includes the general care and feeding of the flock; the necessary cleaning and disinfecting of buildings; egg production records; repairs to buildings and the construction of new equipment. In addition each pupil must take charge of a broody hen and her sitting of hatch-

ing eggs, carrying the experience through the necessary three weeks for hatching and the four to six weeks of daily care after the chicks are hatched.

Our average flock is fifty laying birds, the eggs produced being disposed of in the vicinity of the school. The second-year class is organized into a sales unit to dispose of the products. Each egg is graded by weight and shell condition and records of sales are kept. In addition this group assists in the construction of new buildings which are built according to plans and specifications previously worked out and discussed in detail in the classroom.

During the two years, visits are made by the class to both a beginner's plant and to a large commercial establishment. On each visit any details of management which interest a pupil are discussed with the owners and sufficient time is allowed to make the trip a valuable addition to the course.

When a pupil has completed the two years required, he or she should know whether they care enough about poultry raising to consider taking it up as a life occupation. The chief value of a course of this kind lies in its practical training but other important considerations are realized as well. Out-of-door work, early in the morning, entire Saturday afternoons in the sunshine as well as during class periods, aid in promoting better physical health for our pupils. They are shown the meaning and value of real work and finally what results conscientious care may accomplish, both in the resulting vigor of the flock and in financial reward to all who do their daily tasks whole-heartedly.

DISCUSSION OF MR. CLUNK'S PAPER

*MARY HUGO

Home Teacher, Ohio Commission for the Blind, Columbus

The Ohio Commission for the Blind employs two placement agents, both of whom are totally blind men. The state is divided so that one man takes care of the western half and one the eastern half.

Within the last two years the placement department has been able to place more persons in stands in government buildings than in any other one line of work. At the present time there are twenty-four stands in operation in Ohio which are under the supervision of the Commission. Twenty-one are in court houses and post offices; one is in a city hospital and two are in factories.

Employment was secured for one man to take care of the lawn in the cemetery in his community. Work was found for another man in the National Cash Register Company of Dayton, working at an assembly bench assembling parts.

In some cases the placement agent makes investigations of certain persons wishing to get started in some type of business and who wish to borrow money from the Commission for that purpose. Several individuals have been aided in this way; a few in the candy vending machine business and some in poultry and rabbit raising. In 1936 our placement agent in Columbus found employment for several persons in connection with WPA projects. One was hired in a sewing project, two in a writers' project, two in library work for the blind, one as teacher of music and one to teach reading and writing of Braille. However, it was learned that no person who is eligible for relief, under the Social Security Act, could be employed in a WPA project, and because all these persons were eligible for blind relief their work was discontinued. The placement agents are very hopeful of making more stand placements in the future and of securing other types of employment where the blind can qualify.

No worker for the blind is more closely or intimately associated with the blind than is the home teacher. Because of this she should be able to greatly aid the placement agent in his selection of persons for different types of work. She should be careful to give all necessary information in her reports not only to aid the placement agent in making good selections, but also to aid every blind person who is qualified, to obtain employment.

THE LATEST DEVELOPMENTS IN AND THE POSSIBILITIES FOR THE FUTURE OF THE TALKING BOOK

LUCY A. GOLDTHWAITE

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I had no idea of being asked to take part in this program until a few days ago and I fear I have been rather rash in committing myself to the writing of a paper for I am just back from a two-months' vacation and, not being accustomed to such freedom, I find my thoughts are out of hand. They have gone on a strike, as it were, and refuse to take up the daily routine. They persist in lingering along the pavements of the City of London where our own Dr. Allen proved an incomparable guide; they dally with the glamorous impressions and amusing incidents of foreign travel. Especially glamorous and amusing to one who is not among the regular summer commuters to Europe of whom there seem to be an astonishing number. As a director of the Moon Society of the National Institute for the Blind I attended a meeting of the board while in London.

If one must return to home and hard work and the writing of papers, let it be to some aspect of the talking book, one of the most significant developments of all time to the visually handicapped. And incidentally significant also to all who are engaged in educational or recreational work with this same group. This month completes the fourth year of the existence of the talking book project and it may profit

us to take stock of the situation and discuss the possibilities of the future in the light of our four years of experience. Briefly the situation is this: We have annual appropriations for the provision of books and appliances for the blind as follows: \$175,000 for talking books for adults; \$100,000 for providing embossed books for adults; (both of these appropriations to be spent under the supervision of the Library of Congress); \$125,000 for the provision of textbooks and supplementary reading matter to be issued in either embossed or talking book form, at the discretion of the American Printing House for the Blind. A total of \$400,000 a year. There are now two agencies producing talking books, the American Printing House for the Blind as well as the American Foundation for the Blind. The number of talking book titles available is slightly over 200 with an expectation under present conditions of about seventy-five additional titles annually. The library statistics for the year 1937 give the total number of talking book readers throughout the entire country as 16,782 and the number of talking books read as slightly over 281,000. The number of embossed book readers was 19,065 and the number of embossed volumes read 456,418. Dividing this last figure by three, which seems a conservative estimate of the number of volumes to each book, you will note that the number of books read by touch was about 152,139, and arrive at the conclusion that already in this country a greater amount of reading is being accomplished by library patrons through the sense of sound than through the sense of touch. This does not prove that touch is an unimportant medium of reading. It only proves that the ease and speed of listening enables us to present an invitation to read to a far larger public than we had ever hoped to reach.

To those of us who are familiar with the amount of time and effort which have been expended in securing Federal appropriations for this purpose, in the transmuting of funds into competently recorded books, in the manufacture and distribution of talking book machines, in the daily routine of an ever mounting circulation of books, the results of these four years seem almost incredible. Home teachers in many states have played a prominent part in the undertaking. To both home teachers and librarians it has meant increased activity. In many instances the new duties have

been added to an already full program with little or no provision for additional assistance. It is evident then that many laborers in these vineyards must have frequently been found working overtime since September, 1934. In the first years of the introduction of the talking book service perhaps the heaviest burden has fallen upon the agencies engaged in placing the machines. It is no mean accomplishment to have created some 17,000 readers within four years' time even though the new technique does not require a course of study. I congratulate these distributing agencies.

Because of fortunate financial circumstances, the sound engineers in the United States have been able to explore further in this adventure into sound than have those of other countries. They have succeeded in employing various devices to suggest the background of the story such as the sound of distant artillery in a war novel; Christmas music with Christmas stories; bugle calls and the roll of drums in a narrative war poem; and have recorded with remarkable success the songs of some thirty wild birds. This book on birds sets a new high in the popularity of non-fiction. And finally we have *Snow White*, a very remarkable example of a picture film successfully translated into a sound recorded book. In the June number of the *Outlook for the Blind* there is an interesting and amusing account of how this was accomplished. I pay high tribute to the ability, the ingenuity and the hard work that created this success, but it may be mentioned in passing that the picture film designed expressly for visual appeal is an unnatural source to which to turn for literary material.

The development of the talking book service in England is a matter of importance to us. Their attitude is summed up in the last annual report of the Secretary-General of the National Institute for the Blind, who says, "We are convinced of the importance of the talking book but believe that developments in the next few years may render the talking book in its present form obsolete. Before inaugurating such a service we want further assurance of the best method of transforming the written word into sound." They have inaugurated such a service, however, but are going much more slowly than we are. The whole of the talking book project in England is under the direction of the Sound Recording Committee which is a committee of the Institute

under the chairmanship of Sir Ian Fraser. They have produced about 100 talking books and additions to the list are made at the rate of two titles each month. The talking book library is conducted by the National Institute for the Blind. At present there are over 1,000 talking book readers. These readers have purchased their own machines and borrow records free of charge from the library operated by the Institute. The Committee on book selection continually studies the tastes of the readers through occasional questionnaires and by examining statistical analyses of circulation. In France talking books are being produced and in Germany experiments along this line are being made. Talking book libraries have been established in Canada, New Zealand and South Africa.

As for the future, it presents some startling possibilities. One commentator has said that we may not only find ourselves circulating talking books in rolls of paper tape but that television may even enter in if talking books are ever commercialized. However, for our purpose today we need not go so far ahead. Judging from the rapid expansion in this work, it may be found that additional centers for the distribution of talking books will be necessary in time. Correspondingly as the circulation of embossed books decreases, as it undoubtedly will to some extent all over the country, the establishment of a central collection to which books in little demand might be retired, there to await the occasional borrower, would be a godsend. Perhaps the American Printing House for the Blind may come to the rescue in this matter and establish such a center, thereby performing a notable service in advancing the better organization of library resources for the blind in this country.

The most obvious function of the talking book, I think we will agree, is to provide recreational reading. As reading is frequently said to rank first as a recreation for the blind this is no unimportant role for it to fill. Therefore, a large proportion of the books should always be of a recreational nature. There are great possibilities to be seen in it as an educational tool. Perhaps there are several of you here today who can give us illustrations of the work now being conducted in the classrooms, even with the limited material now on hand. In the study of foreign languages what could

be more helpful to English students than to have access to literature recorded in foreign countries? With the present high cost of books in this form, it is inconceivable to think that this work may be developed in each country without regard to the desirability of an interchange of records. And yet such may be the case unless the matter is agitated early in the history of the movement.

Have we time to hear your opinions concerning some of these practical details? Have all of the machines in your locality been distributed? What are the best channels for publicity for the talking book? Do you favor the Talking Book Topics being reproduced as records? Is there need to continue the announcements of talking book titles in the Braille Book Review? What about repairs? I have purposely presented a short paper hoping that we may have some discussion on these points.

DISCUSSION OF MISS GOLDTHWAITE'S PAPER

*IVIE M. MEAD

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After reading Dorothy Canfield's "Bed Quilt" in the Reader's Digest, August issue, my thoughts went out to all of the "Aunt Mehitables" the home teachers could mention.

The talking book is giving happiness, entertainment, cheer, comfort and a loving outlook on life not only to thousands of sightless people but also to their relatives and friends. A man or woman with a talking book is able to entertain his family and friends and is often the chief entertainer in a room full of people. Every home teacher could tell of some outstanding pupils who have been greatly benefited by their talking book; some in one way and some in another.

One of my pupils, an elderly lady who lost her sight late in life and who had been very active before her blindness became very helpless, unhappy, and could not find one

thing in life to live for. Her housekeeper, who was far from cheerful herself, did not try in any way to encourage or comfort the newly blinded woman; living together under the same roof, life was miserable for both. When the teacher suggested a talking book with radio to this pupil, the blind woman told her she thought it would make her very nervous, that she could not stand a radio and that she did not care to hear anyone read. The housekeeper said that she could not endure a radio in the house. It took a great deal of thinking and talking on the part of the teacher to change their opinions.

The teacher obtained permission from the woman living in the other side of the pupil's house, where there was electric service, to demonstrate the talking book machine. Miss A. and her housekeeper were coaxed in to listen to a record and the radio and shown how easy it was to operate the machine. Miss A. admitted that it was a very nice radio and that she did enjoy the music; also that the reader of the record had a very pleasant voice but still she felt that she would be too nervous to learn to operate the machine; she trembled and turned cold when her hands were put on the dial. However, the teacher took the talking book into Miss A's house and gave her a lesson in operating it. Although there was no way of making a sound on the machine a little something was accomplished and the teacher asked permission to leave it until her next visit.

Miss A's priest was very anxious for her to have a talking book and paid for installing the electric service in her home. A prominent oculist who had operated on Miss A's eyes purchased many musical records for her and often now drops in to hear her talking book which she is very proud to operate for him. It would be hard for one who hears this paper read to believe just what the talking book has done for Miss A. and her housekeeper. The teacher is told about many wonderful records and it does her good to hear the cheerful voice of her pupil telling how she and her housekeeper eat their lunch early or late so that they will not miss a word of a program that will come at noon. The home has been made over and the two women are very happy and have a great deal to talk about. That one talking book made a sad, lonely, unhappy home into a home of sunshine and happiness.

Mrs. R. with whom the teacher worked for two years before she could interest her in doing anything and who, like "Aunt Mehitable" felt that she must remain in her own corner and be a burden, was a great problem; however, with perseverance and patience a great deal was accomplished and the talking book added the cream to everything the teacher had to offer. Mrs. R's husband and children also greatly enjoyed listening to the talking book. When the teacher had to take this machine out of the house for repairs, the little boy of the family said, with tears in his eyes "what will mother do for her stories and how will I hear my Orphan Annie?"

Another pupil who has a talking book was able to help her grandsons with their school work by getting records of the books that the boys had to study in school; then the lessons are discussed and the grandmother is made to feel that she is of some importance in the home and a real help to her grandchildren.

Another very interesting case is that of a young man working his way through Yale University who lost most of his sight just before his last year in college. He does not think that he is going to be permanently blind but expects to regain his sight so that he may return to his classes this fall. The teacher took a talking book to him and taught him to operate it and when he learned of the list of books he could hear read, he was delighted to know that there was a great deal of literature available which would help him in his college studies.

One very ingenious pupil who was graduated from Yale before losing his sight, purchased a talking book with radio. He invented a way by which his alarm clock awakens him in the morning and at the same time starts the record he wants to hear before getting up.

There are many pupils with limited education who have the use of talking books but complain because they cannot understand the classical reading on the records they receive; they should have simpler reading. A home teacher in New Jersey told me about one of her pupils with very little education who, when he lost his sight late in life, became deeply interested in a talking book and the teacher

tried to obtain records for him that he could understand. The teacher said that she had to take the machine away for a short time to be repaired and that when she returned it to the pupil it was pathetic to see the man get down on his knees in front of the book and hear him say how he had missed it and how he loved it. However, a short time after that the man asked the teacher to take the book away because he could not enjoy it any more. He said that the records he sent for never came but instead he received reading that he could not understand—such as Shakespeare's plays and Emerson's Essays.

Undoubtedly most teachers will agree with me that we must have more reading that people with limited education can understand because they are the lonely ones and need more entertaining than some of those who are able to enjoy the higher things of life. If those who spend time and effort on the talking book for the blind could visit every home where the book is giving so much pleasure, they would feel well repaid for what they are accomplishing and if all the radio announcers who read the books could see the smiles and hear the complimentary remarks made about their reading and their voices, how happy they would be to know the amount of sunshine they are spreading into darkened lives.

It is hopeful that in the near future a talking book may find its way into the home and heart of every person without sight and that there may be records to please those with limited education as well as for those who enjoy the classics.

NUTRITIONAL DISORDERS OF THE EYE

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I do not consider myself competent to discuss in detail the general problem of diet as it affects the body as a whole. I practice ophthalmology and my interest in diet is limited principally to its effect on conditions of the eyes. Appreciation of the importance of proper feeding to human welfare is almost universal. We all realize that good food is a most important fundamental for the prevention and treatment of disease. The subjects of nutrition and dietetics, therefore, are of great interest to physician, nurse, teacher, public health worker and to anyone who appreciates how important is health for happiness and success. In considering faulty nutrition in its relation to diseases of the eye, it is well to consider first the elements of normal nutrition.

Good nutrition presupposes first of all a normal diet; that is a diet composed of well balanced quantities of proteins, carbohydrates and fats, and the proper amount of fluids, minerals and vitamins. The mere process of eating proper foods will not, however, provide good nutrition unless there are also normal assimilation and digestion and normal metabolism. For instance, there are certain food elements which are not assimilated by a person suffering from disease of the liver, and diseases of the lining of the stomach will interfere with the production and absorption of other elements. Diseases of the colon causing diarrhoea will cause a loss of vital substances although the intake may be considered a normal one. Hormones, too, are essential in that they influence the intermediary metabolism.

There are a number of eye diseases which are more or less related to an unhealthy general physical condition, which, in turn, is due in some measure to nutritional deficiency. If the general health can be improved by changing the diet, the eye condition will also improve in so far as it is related to the general health. The nutritional elements

which seem to be most definitely associated with eye diseases, are the vitamins.

Vitamins are called "Vitamins" to emphasize their importance for life. They are organic substances, other than proteins, fats and carbohydrates, which are needed in small amounts only, but which are nevertheless absolutely essential for normal growth and the maintenance of health. One cannot say that they are *more* essential for good nutrition than the fuel foods, proteins and mineral elements; no person can live and thrive without an adequate supply of each of these; yet given them all, and lacking only one vitamin in his food, he comes to grief. Vitamins are body regulators. Their action is quite similar to that of certain secretions of the ductless glands, such as insulin and the product of the thyroid—thyroxin—and also to that of certain mineral elements such as iron and iodine, which are likewise needed in very small amounts but have a powerful effect in controlling or coördinating the body processes. Since they are organic substances they can be destroyed by heating and oxydation if sufficiently severe. The existence of vitamins was discovered in 1912.

Vitamins are synthesized by plants, and man's supply of them comes from these or from animals which have accumulated stores from having eaten the plants. Six (or more) different vitamins are known, three of which may be separated by solvents which dissolve fats; these are vitamins A, D and E; and three of which are separable by watery solvents, vitamins B (or B₁) and G (or B₂) and C. Vitamins are sometimes named according to the body processes they regulate or the disease they prevent. As most vitamins have several important functions other than preventing a special disease, the method of naming by letters is preferred.

All of the vitamins except vitamin E are of importance in diseases of the eye. Deprivation of any of them causes characteristic symptoms, which are easily cleared up, unless gross structural damage has been done, by rectifying the deficiency in the diet.

Vitamin A is sometimes called the Ophthalmic Vitamin because of its importance in the economics of the eye. Its

source is carotin, which is present in the green parts of plants and which is converted into the vitamin by the liver. It is soluble in fats, which accounts for its being found chiefly in fatty foods. Animals get it from the plants they eat—fishes from green sea plants, the cow from pasturage, etc. Carotin is the yellow pigment present in carrots. Probably all green plants possess the ability to form it. It may be obtained in animal fat, milk, butter, eggs and so on, but in especial quantity in cod liver oil. Its presence there is due to the fact that vitamin A may be stored in the body, and is deposited chiefly in the liver.

Vitamin A nourishes the epitheleum. Lack of vitamin A leads to damage of the tissue by causing structural changes in the epitheleum. Epitheleum throughout the body is affected, but especially the lining of the respiratory tract, the digestive tract, the genito-urinary tract, and that of the cornea and conjunctiva and of the lacrymal and tarsal glands. In the absence of vitamin A the epitheleum loses the power of resisting invasion by infective agents. It seems that the adequate presence of vitamin A can check the penetration of germs, though once in, its presence does not combat them.

An example is known of a group of Danish children who were deprived of butter, all of which was being exported. These children developed Xerophthalmia, a disease which forms a part of a general symptom-complex of deficiency of vitamin A and carotin, and which affects the conjunctival epitheleum. In its fully developed form it is characterized by an overgrowth and change in texture of the epitheleum and mucous membranes, often accompanied by the invasion of the area by microorganisms and the production of local infective foci. Changes in the nervous system also occur. The condition occurs particularly in children under ten, especially boys, and is associated with night blindness. It usually occurs in the summer months, and the children need not be conspicuously ill nourished. It does occur in adults, but more rarely, and usually in those suffering from some debilitating disease, such as prolonged diarrhoea or dysentery. That vitamin A deficiency is the cause of Xerophthalmia seems undoubted, and it seems not unreasonable to suggest that a state of partial deficiency,

if continued over a long time, may produce milder and less obvious symptoms. Persistent and intractable cases of blepharo-kerato-conjunctivitis, especially when occurring in children, should always suggest such a possibility, and careful attention be directed to the diet.

A few of the more common eye conditions which fall into this category, are blepharitis, styes and phlyctenular conjunctivitis.

Blepharitis, as you know, is the condition in which the lid margins show inflammation and hyperemia, often associated with scaling and small ulcers which sometimes lead to the destruction of the hair follicles with loss of lashes and malposition of the lids, such as an inversion or eversion of the margin. If the inner corner of the lids is materially involved, there is interference with the normal function of the puncta—the openings to the tear drainage apparatus—causing an annoying persistent weeping or flowing of tears over the cheeks. This may produce an inflammation of the skin adjacent to the lids. Very frequently blepharitis is associated with styes. Although many causes have been ascribed for blepharitis and styes, such as sinus disease, exposure to dust, smoke or light, refractive errors, etc., it is agreed that nutritional disorders and faulty diet play an important role. It is therefore, necessary, in addition to treating the eye locally, to pay attention to the diet. Candy, cake, pastry, tea, and coffee, must be eliminated and milk, fruit and vegetables substituted.

An important cause of defective vision throughout life is an ulceration of the cornea usually present in childhood, called phlyctenular keratitis. This is usually associated with an inflammation of the conjunctiva and is called phlyctenular kerato-conjunctivitis. Briefly, this condition is characterized by redness of the eye, considerable sensitivity to light, increased tearing with one or more small superficial ulcers of the cornea situated either on the edge or even in the central portion of the cornea. The condition may be quite persistent and recurrent and, in the severe cases, the cornea becomes clouded because of scarring and blood vessel formation. As the disease recurs and new parts of the cornea become involved, fresh ulcers form and finally the entire cornea may become covered with opaque tissue causing

permanent damage to the vision. The cause of this disease has long been under dispute. It is prevalent especially among children living in congested districts and whose diet is insufficient. Its association with some form of tuberculosis has been suspected for a long time. A good many of these children have swollen glands in the neck, and in a good many of them active tuberculosis has been found. These children manifest a craving for sweets. Their living conditions are such that they get very little sunshine. The treatment of this disease consists in a thorough examination of the child, elimination of possible infectious processes, local medicines and direct attention to the diet and to fresh air and sunlight. In the diet carbohydrates are cut down to a minimum and a high protein diet with an abundance of vitamins such as cod liver or haliver oil is given.

The retina is defined as "the sensitive membrane of the eye which receives the image." The retina is rich in vitamin A. When rats are experimentally fed on a diet lacking in this vitamin, they become sickly, but if there is added to their deficient diet the retinal tissue from the eyes of pigs, the rats show rapid and marked improvement, indicating that the retinal tissue has supplied them with an adequate amount of the missing vitamin A.

The ability to see in dim light depends largely on a substance generated in the retina. This substance is called visual purple. Vitamin A is extracted from the blood by the pigment layer of the retina, and there combines with protein to form the visual purple. Light acting on this substance yields, by a photochemical process, a second substance called visual yellow, which in turn breaks up into vitamin A and colorless products, and is again returned to the blood stream. Delay in the regeneration of the visual purple causes dark adaptation to become pathologic. This is the condition called hemeralopia or night blindness. A person so affected does not see in dim light as well as a normal person should. A typical demonstration of this result of vitamin A deficiency is the prolonged difficulty in seeing any objects at all on entering a darkened movie theatre. Many years ago it was noticed that people who subjected themselves to long fasting, for religious or other purposes, developed night blindness. This has been observed

among Mohammedans during the month of Ramadan. In the past few years great attention has been paid to this problem of hemeralopia. A series of normal eyes have been tested with a photometer and their light threshold obtained. After subsisting on a diet deficient in vitamin A the photometric reading dropped, in some cases as much as 60 per cent. The pathologic threshold was brought back to normal by enriching the diet with foods high in vitamin A. Although it is not definitely known what the vitamin intake should be, clinically it has been found that an average intake is about 4,000 units a day.

It may be apropos here to mention the problem of reducing diets. If certain foods are eliminated from the diet for the purpose of decreasing weight, the vitamin intake may be so reduced as to exceed the limits of safety. Such a vitamin deficiency may exist for some time before its effects make themselves manifest. Cases have been reported of automobile drivers who have frequent accidents at night though their day-time driving record is perfect. Testing their light threshold with the photometer shows a great decrease. It has also been shown that these same drivers can improve their efficiency for night driving by ingesting more vitamin A. In Labrador, during the winter months when the diet is poor in vitamin A, the natives have worked out a scheme of covering one eye all day. When dark falls, this eye is uncovered and because it has not been subjected to day light, can be used at night while the eye which served for sight during the day is night blind.

At this time it is well to mention that in the hereditary disease called retinitis pigmentosa, in which a prominent symptom is night blindness, and which in later life causes greatly constricted fields of vision and even actual blindness, the eating of liver and other foods rich in vitamin A has prolonged the period of useful vision. This disease is apparently not directly a deficiency disease—the cause has never been definitely established—it does, however, respond to vitamin A treatment.

Vitamin B₁, sometimes called “water-soluble B” or the “anti-neuritic vitamin,” is the most widely distributed vitamin, being present in all natural foodstuffs. It is, however, largely lost in refining. Thus, while it is present in whole

meal, it is absent in white flour, and though present in rice, polishing eliminates it. It is found in large quantities in yeast. Unlike vitamin A it cannot be stored in the body to any extent so we are dependent on foods for our current supply. It is more easily destroyed by heat than is vitamin A and, being soluble in water, some of the vitamin in cooked foods may be lost in the cooking water. This vitamin seems to be especially necessary for normal functioning of the nervous tissues, but is also needed for growth. Deficiency in vitamin B produces the sore tongue and eczematous angles of the mouth seen sometimes in prison and institution inmates, and the clinical picture of beri-beri and of polyneuritis with the attendant ocular symptoms of corneal and conjunctival dystrophy. The eyes show muco-purulent exudate, there is an anterior interstitial keratitis and may be retrobulbar neuritis with the development of scotomata, going on to optic atrophy.

A condition called toxic amblyopia manifests itself by poor vision, a loss of color perception and a characteristic blind area in the central portion of the field which can be accurately mapped out on the perimeter. This is the so-called scotoma. It is considered to be a chronic retrobulbar neuritis, that is, an inflammation of the optic nerve behind the eye ball, and is found commonly in people who consume a great deal of alcohol and who smoke tobacco excessively. Because of this, the treatment used to be total abstinence from alcohol and tobacco, and those patients who coöperated showed improvement in their central vision and visual fields. Patients who presented themselves late in the course of the disease developed optic atrophy and lost their vision almost entirely. Even those patients who presented themselves early, continued to grow worse if they persisted in smoking and drinking and did not alter their mode of living. The picture is different now. The suggestion was made that the toxic amblyopia was due, not so much to the damage caused by the alcohol and tobacco, as to the dietary deficiency resulting from the lack of appetite in these individuals, a lack amounting sometimes almost to starvation. Vitamin B was established as the important factor in controlling this disease, and the present method of treating a patient with chronic retrobulbar neuritis and toxic amblyopia is to administer a good, rich, liberal diet containing especially

large doses of vitamin B. It is commonly given in the form of brewer's yeast. Clinical observation with controlled patients has shown that as long as vitamin B is given in sufficient dosage, the continuance of smoking and drinking does not retard the steady improvement of the patient's vision. It may be interesting to mention here that in one hospital ten patients with pellagra of the alcoholic type, were allowed to consume from 600 to 900 cc a day of alcoholic liquors, but to this was added a well balanced diet plus 75 grams of autoclaved yeast per day. They all recovered. There were ten other patients who consumed a pint to a quart of liquor a day but they also had a well balanced diet, with yeast and liver extract given by injections. These, too, recovered as well as patients deprived of all alcohol.

One patient with a vision of only fingers at three feet and with a central scotoma, diffuse neurological lesions, including partial motor paralysis of the left fifth nerve, hallucinations and pellagra, received liver extract intramuscularly. Treatment was begun in April. In July, three months later, the vision was half normal (20/40+) although he still had a central scotoma for colors. After 16 months of treatment, however, his vision was normal. He was still a bit "mental" but his physical condition was good.

Vitamin C is the so-called antiscorbutic vitamin. It is found in fresh fruits and vegetables, as well as in fresh meal and in milk in small amounts. It is readily destroyed by heating or drying. Its lack causes scurvy. As ocular complications there are kerato-conjunctivitis associated with a deficiency of lacrymation and a tendency to ulceration, and the occurrence of hemorrhages in the lids, conjunctiva and retina. It is present in the normal intraocular fluid, and there is evidence that it may have some association with cataract. It is quite likely that the retinal hemorrhages observed in diabetics are due to a vitamin C deficiency. It is a fact that rendering a diabetic's urine sugar free and reducing the blood sugar generally, does not prevent the retinal bleeding, but the ingestion of natural or synthetic vitamin C will control it. With this in mind, we have been giving diabetics several lemons daily. It is quite likely that eye muscle paralyses are due to cerebral hemorrhages because of vitamin C deficiency.

In speaking of diabetics, I should like to mention the fact that temporary visual changes take place during the treatment of diabetics, either by diet alone or with insulin. During the stage of high blood sugar many diabetics show a tendency to near sightedness, and after the blood sugar has been reduced to normal or sub-normal, a change in the vision takes place. The patient loses his nearsightedness and becomes very far sighted. This change in the refraction of the eye is sometimes very striking and comes on with great rapidity. Cases are on record of a change in refraction as high as six degrees in twenty-four hours. Practically, it is cause for great concern to the patient. Many diabetics have been greatly alarmed when they noticed that whereas they could read small print with their naked eyes one day, they could not see the same print even with a magnifying glass the next day. The explanation for this visual change is still disputed. One theory is that the thickness of the lens varies depending on the chemical contents of the intra-ocular fluids, which in turn, depends on the percentage of blood sugar. I have known patients who changed many pairs of glasses within a short period because their refraction varied with the severity of their diabetic condition. In a few cases a diagnosis of diabetes was made in unsuspecting individuals from the history of repeated and frequent changes of glasses.

Vitamin D is found in fish oils as the richest source. Egg yolk and butter are the only two foods which supply it in appreciable amounts, though there are traces in milk and perhaps in green vegetables. The body itself can make vitamin D. When sunlight strikes directly on the skin, it acts on a fat-like substance near the skin, called ergosterol, to form vitamin D. It is the ultra-violet rays, which have a short wave length, that act to form vitamin D. These rays are absorbed by clothing, window glass and dust, so that the city dweller and the average person in winter gets little vitamin D unless he takes cod liver oil or some similar substance.

Improper feeding, in which vitamin D is lacking, may cause rickets, tetany and zonular cataract. Such a picture, repeated in several members of the same family, make it appear as a familial matter. It is quite as likely that it is

simply a matter of all members being subjected to the same diet. Vitamin D is a regulator of the calcium metabolism by increasing the solubility of the blood calcium and phosphorus.

Cataracts have been observed in young persons with nutritional and metabolic disorders. The prominent types are the diabetic, and those due to deficiency in calcium as is seen after operations on the parathyroids. If detected early, these incipient cataracts can be arrested or entirely eliminated by supplying the individual with the necessary mineral content in the food. That special type of cataract, the zonular type, which is found in children who have poorly developed teeth, is due to faulty calcium metabolism.

Although the cause of senile cataracts has not been definitely established, it is accepted that the lens fibres become opaque because of nutritional disorders.

What was once called vitamin B was found to be a complex of at least two factors. Vitamin B₂ or vitamin G is water soluble and is stored in the body, especially in the liver. It is present in larger amounts than B in milk, eggs and most meats, green vegetables, roots and tubers. Lack of this vitamin causes pellagra. In the eye, alopecia of the lids, kerato-conjunctivitis with the development of opacities, and in some cases, cataract, occur.

Vitamin E, the fertility vitamin, is the only one without ophthalmic interest.

Another source of eye troubles related to the food intake in a very different way is that of allergy. Allergy is a condition in which an individual reacts unfavorably to certain substances which under the same conditions and in the same quantity, do not affect the large majority of people. These substances may be inhaled as pollen, or eaten. Allergy to food must not be confused with food poisoning which is due to the presence of bacteria, ptomaines or other toxic products in spoiled food. One per cent to five per cent of human beings are allergic. The reactions are largely in the skin, respiratory and gastro-intestinal tissues and in the conjunctivae. That the endocrines also play a part in this picture is indicated by the fact that epinephrine,

thyroid, parathyroid and pituitary extracts are of value in relieving symptoms.

Another special type of conjunctivitis, this time associated with corneal ulceration, is the type known as rosacea, and is usually associated with acne rosacea of the face. This is apt to be chronic and recurrent. In addition to giving an unsightly appearance to the lids and eyes, this disease is important because the cornea becomes covered with scars left by healed ulcers, causing considerable loss of vision. Although the etiology of this condition is not entirely clear, it is intimately related to diet and a patient suffering from it is urged to eliminate tea, coffee, alcohol, condiments and excess carbohydrates. In connection with, or in contrast to, dietary deficiencies, may also be mentioned an eye condition due to poison, the so-called dinitrophenol cataract. Dinitrophenol can increase the oxygen consumption in animals up to ten times normal. The metabolism is increased correspondingly. Large doses can so increase the metabolic rate that the heat is produced so fast that the animal is killed by the resulting fever. There is increased glycogen in the liver and muscles, increased sugar and lactic acid in the blood and muscles, and carbohydrates and body fats are burned.

In humans similar results are produced. Because of the effect on body fat, the drug became widely used in reducing therapy. The patients felt better, had more energy and lost weight. They showed no changes in pulse rate, temperature or respiration. Although warnings were sent out to use the drug only under careful watching by a physician, in the first fifteen months after its introduction, 100,000 persons were estimated to be using it. Toxic manifestations began to be noted. These were: cutaneous eruptions; congestive infection of the inner ear; jaundice; agranulocytic neuritis; abortion; functional damage to the liver, heart and muscles; fatalities and cataracts. The incidence of cataracts in patients who take dinitrophenol is about 0.1 to 1.0 per cent. Susceptibility in patients varies greatly. The average age of incidence of such cataracts is about 45.

Shall we conclude this brief summary of the diseases of the eye in their relation to nutrition, by noting that while there are many diseases of the eye of greater or less gravity

from the point of view of both the patient's vision and his comfort, in which diet seems to play little or no part, and while there are also a number on which food intake seems to have some bearing, but in which the relationship between nutritional elements and pathology has not yet been clearly established, there are, however some eye conditions in which diet plays so vital a part that it can by no means be disregarded.

Let me, in closing, suggest as sound principles for general eye health, the avoidance of toxic substances, either drugs or unfavorable foods, and the adherence to well balanced diets, with especial attention to the inclusion of foods rich in the necessary and important vitamins:— butter, cream, cheese, eggs, liver, yeast, whole grains, green vegetables and fruits, and especially the liver oils.

SOCIAL DISEASES, PARTICULARLY AS THEY AFFECT THE EYE

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I have been asked to talk to you about Social Diseases and how they affect the eyes. Last December I gave a talk on the radio on "How to Keep Your Eyesight in Trim." I wished to use in my talk the names of the two most important Social Diseases, namely: Gonorrhoea and Syphilis. My manuscript was returned, stating I could not use the names of these two diseases on the radio, but as a substitute could refer to them as Social Diseases or other diseases.

The United States Public Health Service through Dr. Parran is making a special effort to acquaint the public of these two diseases and yet when I had the opportunity to help in this program I was forbidden by the radio censor. It is time that we got over this nonsense and begin to call a spade a spade. Social Diseases is a nice sounding term but absolutely meaningless. I fancy there are many here

tonight who do not have a clear idea of the distinction between Gonorrhoea and Syphilis and if we continue to use the meaningless term of Social Diseases will never be informed.

Gonorrhoea is a highly contagious germ disease. The germ is called the gonococcus, and the human being seems to be the only one susceptible. It is contracted chiefly through sexual intercourse. If the female has the disease the male after sexual intercourse on about the third day will experience a burning sensation after urination and on the fourth day he will notice a copious creamy discharge from his penis. Many women during their child-bearing period become infected by their husbands. The danger of this situation is not to the mother, yet that may have evil consequences, but to the poor innocent infant as it comes through the birth canal.

Most of the states have compulsory laws on the use of prophylactic drops after the birth of the child. The effect of this one procedure has produced almost unbelievable results. I am consultant to the Boston Nursery for Blind Babies. We have accommodations for about thirty children in the nursery. When I first went there about twenty years ago, over seventy-five per cent of the children there were blind from gonorrhoeal infections; today we have less than five per cent.

The infant is infected coming through the birth canal. The germs get into the eyes and attack the lining membranes of the lids and eye-ball. This is followed in most cases by ulcers which generally perforate the eye-ball and after the disease has run its course, the cornea, the transparent membrane likened to the crystal of a watch, will be a large white opaque scar with or without the iris incarcerated in the scar, a condition we call Leucoma or Leucoma Adherens. Such cases are hopelessly blind and there is no treatment or operation which offers any hope of restoring sight.

Gonorrhoea of the eyes of the new born is called Ophthalmia Neonatorum. Massachusetts requires the use of prophylactic drops at time of birth. The department of health furnishes wax ampules of one per cent or two per

cent solution of silver nitrate. This is a reportable disease. When a case is reported the state will either furnish hospital care if this is available, if not, nursing care. This is economy in the end, if blindness can be prevented, for it is figured that every blind case means an expense of at least \$5,000 to the state. If these infants receive adequate care and treatment from the beginning of the disease blindness in most cases can be prevented. The worst cases are those where the family doctor has not used the prophylactic drops or has failed to recognize in the beginning that he is dealing with a case of Ophthalmia Neonatorum. These neglected cases when they come into the hospital generally have complicating ulcers and the chance of saving their sight is very poor. The treatment of these cases depends chiefly on good nursing care. They should be cared for by a nurse who has had special training in the care of the eyes. There are very few nurses who have had this training and very very few general practitioners who know much about eyes.

From what I have said you will realize that prevention and education is the most important factor in the control of this disease. Gonorrhoea of the eyes has made many innocent infants blind. This infection in the adult, however, generally means absolute blindness in spite of best care and treatment. Many doctors and nurses have lost their sight through this disease.

Syphilis in certain stages is a highly contagious disease. It is contracted through sexual intercourse and by the innocent, that is, kissing one who has the disease in the communicable stage and by surgeons who operate on those with the disease. The American Journal of Medicine several years ago reported five cases of infections after a house party where kissing games were played.

This disease is caused by a germ called the spirochaeta pallida. The first manifestation is what is called the primary sore which may be a very innocent looking hard pimple occurring at the place where the germ entered. This appears in about three weeks after infection. In about six weeks the secondary manifestations appear, which consist of minute copper colored like spots on the skin of the body, excepting the face. They may easily be overlooked. The mucous membranes are involved and the patient will com-

plain of a sore throat and mouth. The next stage is called the tertiary stage when the deeper structures of the body are involved, such as deep ulcers, the bones, the brain, the eyes. This is the picture of a case of acquired Syphilis which has not been treated.

There is another important type, the so-called Congenital Syphilitic. A syphilitic woman when she becomes pregnant may not go to term. She often has a miscarriage or if she goes to full term the child rarely shows evidence of Syphilis at birth but later, any time from the sixth to the twentieth year, will show evidence of the disease. These infected children usually present what is known as the Hutchinsonian triad, that is, notched teeth, deafness and Interstitial Keratitis.

Interstitial Keratitis is congenital syphilis of the cornea. As I have referred to the cornea before, you should know that this is the transparent membrane of the front of the eye-ball and it is here where the light rays enter the eye. Anything which interferes with the transparency of this membrane consequently impairs the sight. The cornea contains no blood vessels. When it becomes diseased through ulceration or Syphilis, then new blood vessels invade the cornea. These blood vessels remain and interfere with the transparency because they are opaque, so there is always a reduction of vision. Not all cases of Interstitial Keratitis become blind but there is always a marked impairment of vision in the mildest case.

In addition to involvement of the cornea there may be an involvement of the interior structure of the eye-ball, that is, the retina and choroid, so-called Chorio-retinitis. This again may cause a lowering of the vision or complete loss of sight. Treatment of these cases by anti-syphilitic drugs is very ineffective. They do not respond well to such treatment. Here again is evidence that we should strive to prevent this disease, thereby accomplishing more good than by treating cases after they occur.

The acquired form of Syphilis when untreated or inadequately treated may result in complete optic nerve atrophy, which means complete blindness. It may result in involvement of the interior of the eye such as Iritis, a

disease of the colored part of the eye; the choroid and retina, which may cause complete blindness or partial blindness.

It is stated that there are 40,000 deaths every year from Cardio-vascular Syphilis and that sixty-five per cent of the patients appearing with Cardio-vascular Syphilis do not know they have the disease.

There are 4,500 deaths each year from Paresis and 1,100 from Tabes, all a result of Syphilis.

Every means possible should be undertaken to aid the United States Public Health Service in eradicating this scourge. House Bill 9047 which is now being considered by Congress should be passed. This bill is designed to give Federal aid for the control of Syphilis and Gonorrhoea wherever they are inadequately checked and treated in the United States today.

QUALIFICATIONS OF HOME TEACHERS

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Recently representative executives of agencies for the blind met in New York to discuss common problems. One of the major questions which engaged their attention was that of standards of personnel for home teaching.

It was recognized that, with the rapidly rising standards for personnel in other fields of social work, and with the advent of the Federal government into the field of work with the blind through the passage of the Social Security Act, the time might soon come when the qualifications of home teachers of the blind would be subject to scrutiny. This would certainly happen if, as has been advocated, the Federal government should extend its activities to include assistance to the states in their programs of services to the blind.

Attention was called to what happened in England when, after the passage of the Blind Persons Act of 1920, the central government began to make financial grants to the local agencies for the blind and thereby acquired an interest in the standards of work maintained by the various beneficiary agencies. Home teaching of the blind had been carried on in England for more than seventy-five years, and there were more than two hundred blind home teachers employed in this work. Unfortunately, these blind home teachers were unable to meet the standards set by the central government, and they were gradually supplanted by seeing teachers with the necessary qualifications. As a result, the impression was given in certain quarters that blind teachers were inefficient, and today only a few blind home teachers remain in the field.

A more careful analysis of the situation, however, might show that the displaced home teachers were unsatisfactory, not because of their blindness, but because of their lack of thorough training and preparation for their work. The executives at the New York conference felt that this was the case, and determined that any possibility of a similar course of events in the United States should be forestalled.

It has always been a cardinal principle of home teaching in America that the blind home teacher has certain advantages over the seeing teacher in gaining the confidence of the blind pupil and understanding his difficulties. This principle the conference group was determined to preserve. But blindness is not, in itself, sufficient to qualify the home teacher for her work. She must have, in addition, certain knowledge and certain skills in imparting that knowledge, both of which must be acquired since no one is born possessing them. Moreover, since her pupils have other problems which affect their ability to profit by instruction, the home teacher must be able to recognize these problems and should have skill in "the art of helping people out of trouble" so that she may render truly effective service.

With all of this in mind, the executives' conference undertook to analyze the work of the home teacher and to set up minimum qualifications which the new teacher, just entering the field, should have before engaging in this work.

To this end, they prepared the following statement:

In setting up standard for educational qualifications and including special preparation and personal attributes for two types of home teaching service, the conference assumes the following philosophy to represent a background of home teaching service:

That the home teacher aids blind persons to overcome their handicap and to develop their abilities to the utmost, as well as to find satisfactory outlets, economic, social, and emotional, in the community.

For the purpose of establishing standards, home teaching service has been divided into two classes:

- I. Home teaching in the nature of instruction.
 - II. Home teaching to which is added social case work.
- I. Recommended requirements for home teachers in the instructional group:
 1. Two years of college work;
 2. Background courses in social case work;
 3. Special courses in methods of teaching embossed print;
 4. A practical knowledge of household activities, such as cooking, sewing, laundry work, and cleaning;
 5. A demonstrated ability to impart knowledge to others;
 6. Attractive personality, good environmental background, mature judgment, emotional stability, neatness of appearance, tact, and poise.
 - II. Requirements for home teachers who are also social case workers:
 1. Senior Home Teacher and Social Case Worker:
Graduation from a school of social work approved by the American Association of Schools of Social Work, in addition to the requirements for home teachers in the instructional group.
 2. Junior Home Teacher and Social Case Worker:
Such social work training as is required for eligibility for Junior Membership in the American Association of Social Workers. Junior Home Teaching Case Workers should work under the supervision of professional case workers until they qualify for the Senior group.

It was recognized by the conference group that many of the home teachers now doing excellent work in the field do not have all these qualifications, and it was repeatedly stated that the establishment of these standards for beginning home teachers was in no way intended to affect the status of the experienced home teachers now employed. Their qualifications met the standards current when they began their work, and they have added to those qualifications by their years of experience.

The requirement of formal training in various subjects is really a way of passing on to future generations of home teachers the things that have been learned in forty years of pioneer home teaching experience. And where is the veteran home teacher who would wish a novice of today to make the same mistakes that she herself made in her earlier days? Or who would not herself have welcomed training which would have prevented those mistakes if it had been available to her then?

THE NEW TRADE JOURNAL FOR HOME TEACHERS

*CHARLES W. HOLMES

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The National Braille Press, Inc., takes pleasure in presenting the youngest member of its magazine family—The Home Teacher. The magazine will be published monthly, in Braille, and distributed free to those whose names are carried on its mailing list. That list, however, will not be a lengthy one. It is our purpose and intention that the magazine shall function in the capacity of a trade journal, both for home teachers and for social workers, among the blind, who are not engaged in home teaching.

May I amplify that last thought? Every home teacher is a social worker, whether or not she so thinks of herself, or is so thought of by others; but it is not conversely true

that every social worker automatically becomes a home teacher.

It is not a case of the greater including the less; as a matter of fact, I am inclined to think of so-called "social service" (the term has been so overworked, misapplied, and misinterpreted that I wish I could think of another which would designate the Christian helpfulness which it was originally intended to describe) as a greater service than is the giving of instruction, in and of itself. But every time the home teacher shows her pupil how, without sight, he may boil an egg or cane a chair, make an intelligible mark with a pencil or read Braille, she has done far more than that: she has pulled him a bit farther out of his shell; she has led him a few paces along the path of renewed self-confidence and self-respect; she has had a hand in restoring his soul—and if that isn't social service of the finest fibre, then my own observations and deductions during many years of executive administration of more general work for the blind, have been mighty erroneous.

This inspirational rehabilitation phase of social service to the blind is largely, if not entirely, denied to the social worker who is not a home teacher; for she (the social worker) doesn't have the chance to "get under the skin" of her "case," and so can't pull him out of his shell in the same way which is open to the home teacher.

This tempts me to say in passing that, other things being equal — please note that stipulation — I believe the home teacher who is herself blind, or near enough so to be a "touch" worker, has a distinct advantage over the full-sighted teacher, and is of correspondingly greater value both to her pupil and to her employer—the state commission or what-have-you.

In saying what I did, I was not overlooking or belittling the godsend of prevention of blindness, of medical and hospitalization service along more general lines, of direct relief, of information and advice on a hundred matters only incidentally connected with the handicap which has placed its recipients within the jurisdiction of the social workers who have purveyed the help.

These things are no part of the function of a home teacher as such, and if she touches them at all, she does so under the other side of her dual capacity. The chances are that unless she has definitely trained as a social worker, her colleague who has done so, and who is not a home teacher, will do a better job in this phase of social service than the home teacher can hope to do. But, be that as it may, the social worker who is not a home teacher is denied one of the most potent means of reaching one of the most vital requirements of the depressed, repressed, suppressed, blind person. As I have said, it is not a case of the greater including the less; it is rather that one function is intrinsically and automatically two-fold, while the other isn't so.

But I started out to tell you why our mailing list is inevitably quite small. It is because we intend to restrict it, at least in the main, to the "profession"—to home teachers and social workers, and of course, the executive officials to whom they are responsible. Such a group, even if it included all within the English speaking world, would still only be a "drop in the bucket" compared with the mailing list of any general magazine, or most of the trade journals.

It is in our mind to solicit contributions for our editorial columns from various people whose experience, observation, and judgment should place them in position to have something to say to which it will be worth while to listen. We hope to stimulate a frank and helpful expression of opinions, and recital of experiences among and between our readers through our columns. We are very anxious that this shall lead to the recording of ideas about lines of work, particularly new lines, which it is advantageous for the pupils of home teachers to take up, what methods are best followed in connection therewith, what materials and implements are required therefor, and where same are obtainable, etc. So if you have any words of wisdom for your brethren in the profession, won't you give us a chance to help you broadcast them? We shall also expect to reprint excerpts from worth-while publications, and by writers who "know their stuff"—this, perhaps more particularly in the field of social work as distinct from vocational or academic instruction.

DISCUSSION OF MR. HOLMES' PAPER

Reported by *DOROTHY INGERSOLL, Dictaphone Operator and
Typist, Watertown, Mass.

Question—To whom will the magazine be circulated?

Mr. Holmes—"To all home teachers."

Miss McKay wanted to know if there would be printed or mimeographed copies of the magazine.

Answer—"The possibility of an ink print magazine has been discussed, but it has seemed best to defer action on this."

Question—How many pages will this magazine have?

Answer—"About one hundred. Two-thirds of this will be for articles on home teaching, and one-third for articles pertaining to social work."

Miss French stated that if home teachers would prepare occasional articles the magazine would be of great assistance to all. Mrs. Connor suggested that the magazine be published twice a year instead of once a month, since a busy home teacher might find it difficult to read it once a month. This might also help to meet the financial outlay. Miss Thompson suggested that the teachers read this magazine first before starting on other reading material. It was then suggested that Mr. Ierardi make the magazine smaller but have something in it of interest to everyone. One speaker was in favor of having it published quarterly.

Miss French—"This magazine will be published exclusively for home teachers, and it seems to me that it should be the most helpful to us. I have been a home teacher for thirty-four years and have always found time to read the things I particularly wanted to read."

Mr. Ierardi said that he was in hopes that many of

the papers read at the convention would appear in the magazine and that he expected it to go to press next week. Mr. Holmes said that the magazine would be sent to home teachers all over this country, Canada and England. Mr. Bryan has compiled a list and the magazine will be sent to all the people on the list. It was suggested there should be a small subscription payment. Mr. Ierardi stated that if the subscription were small it would not cover the mailing cost.

Mr. Johannesen said that all of the home teachers were not at the conference, and he wondered how they would hear of the magazine.

Mr. Holmes suggested that the state commissions be notified and that they be asked to tell their state workers about it. Mr. W. G. Holmes would also be asked to insert a notice of this publication in his magazine.

Miss Goldthwaite asked if there was to be a library column. The answer was that there would be one.

It was then suggested that the bibliography of books on social work be published in this magazine.

Miss McKay said she would be very glad to see that this was done.

WPA PROJECTS IN RELATIONSHIP TO THE BLIND

*LORRAINE N. BERGER

Home Teacher, Connecticut Board of Education of the Blind, Hartford

(Note: This report covers Projects only in those states not represented at the Eastern States Conference of Home Teachers.)

Personal rehabilitation of the blind is the aim of an important group of WPA projects scattered throughout the country. In twenty-five states, commissions for the blind or other governmental agencies concerned with services to the blind, are sponsoring WPA projects to extend present benefits or to bring new experiences and opportunities of employment to those handicapped by blindness. Nearly all projects relating in any way to services for the blind, employ at least a few persons without sight, and some operate for the sole purpose of furnishing employment to eligible blind persons.

The type of work undertaken by such projects include chiefly the following activities: The transcription of books and other material into Braille; the manufacture of talking book machines; the manufacture of maps and other special appliances used in schools for the blind; the instruction of blind people in various types of handwork; the promotion of sale for their products; and work concerned with the prevention of blindness. Each of these activities proves to be beneficial to two groups of blind persons, those who are employed on the project, as well as the unlimited number who profit by the recreation, instruction, increased earning power, or improved vision made possible to them through the services of the projects.

Last year, under the Emergency Education Program, Berkeley, Calif., had a class for the blind in creative writing, which resulted in the production of fifteen articles, numerous short stories, one play, and the early chapters of several books. Another class gave instruction in Braille reading and writing, including Braille shorthand.

Vocational Rehabilitation Services of the District of Columbia, which sponsors a WPA vocational training project, has assigned three teachers to the Polytechnic Institute for the Blind, to give instruction which increases the skill, and therefore, the earning capacity, of twelve blind men who were formerly on the relief roll. These men have re-caned the chairs from the East room and the Gold room of the White House, and while President Roosevelt was on his campaign tour, they repaired the chairs from his office. The Washington Country Club, the Metropolitan Club and other popular lounging places at the Capital, as well as many private individuals, rely upon these craftsmen to repair their furniture. Many of the articles are period pieces of intricate design, and the caning and rushwork especially require great skill. Besides caning, the blind artisans also tighten joints, replace broken parts, and restore finishes. They are also employed to construct basket-like containers for meteorological instruments used by the United States Weather Bureau. These instruments record weather data at various altitudes and are dropped on small parachutes from airplanes. The resiliency of the basket container cushions the fall and protects the delicate apparatus. Each basket bears a tag stating that the United States Weather Bureau will pay a certain sum to those who find the instruments and mail them in.

Other activities at the Institute include instruction in Braille, the use of the dictaphone, and typing.

The high quality of workmanship is attributed in part to the amount of individual attention that can be given, owing to the increased teaching staff furnished through WPA resources. The work is done on a commission basis, and, for the past six months, has been of sufficient volume to insure a living wage for all the workers, who would otherwise be on direct relief.

WPA instructors are also assigned to the Phyllis Wheatley Craftshop in Washington to teach novelty weaving, caning, and Braille to blind workers.

Working under WPA auspices in Washington, a blind student at Howard University is financing his own education by giving home instruction in Braille to twelve needy

blind persons. In June he will be graduated from the University as an ordained minister.

Florida has an interesting project in furniture repairing, caning, upholstery, and rug making for the blind men of Pensicola. Furniture belonging to persons on direct relief, is repaired and reconditioned, with the result that families of the unemployed are kept supplied with necessary household equipment.

The Lighthouse for the Blind at Miami employs a WPA teacher, who acts in the capacity of assistant instructor in Braille reading, handicrafts, vocational training, and general adult education.

In Palm Beach County, another WPA teacher is engaged to give similar instruction to blind people whose homes are located along the coast. Her itinerary is so arranged that she transports several individuals to the home of one pupil for class meetings, thereby gaining the advantages of group instruction.

In Georgia, the free distribution of daily and weekly news sheets to a large subscription list of blind people, has been the result of a project which has been operating in Savannah and other cities of that state, since the beginning of FERA. The project was originally set up to give instruction to blind people in Braille reading, industrial and domestic arts, and elementary education. A study bulletin was issued as part of the curriculum, and a Braille Guide, containing highlights of the day's news, is an outgrowth of this bulletin. The Savannah project has installed two Braille writers and WPA workers assigned to the "Guide," are printing 500 copies, with the number steadily increasing. A recent innovation in the "Guide" is the printing of pin-point photographs, with the thought that blind readers might, in this way, get an idea of the features of persons of prominence in the news.

The Illinois Industrial Home for the Blind sponsors a project for transcribing literature from the obsolete types into Standard English Braille.

A practical and highly successful campaign against blindness is being carried on in southern Illinois, where

trachoma is prevalent. Through five WPA clinics, preventive treatment has been given to hundreds who could not otherwise combat the disease. Besides nurses and aids who assist at the clinics, the WPA employs buses and drivers to make trips to outlying districts to bring isolated patients into the clinics for regular treatments.

Indiana has a project in Braille transcribing employing ten persons, three blind and seven sighted.

The Commission for the Blind in Iowa is preparing to establish a Braille transcription project this fall, under WPA auspices. The transcribing will be done entirely by well-qualified blind persons in their homes, and readers will be furnished from the ranks of WPA sighted workers.

In Kansas, the state superintendent of public schools and the superintendent of the State School for the Blind are co-sponsors of a project which functions in three counties of the state. Seven blind, and seven sighted persons are employed to give instruction in leatherwork, crocheting, reedwork, Braille transcribing, and the making of brooms and mops. Approximately 110 blind persons are taking advantage of this service.

Fourteen WPA workers are employed in Braille transcribing at the Enoch Pratt Free Library at Baltimore to augment the library's collection of books for the blind of Maryland.

In Michigan thirty-four persons, five of whom are without sight, are employed on Braille transcribing projects.

Minnesota has a project for the preparation of materials to be used by blind school children and students of sight-saving classes. It employs approximately thirty workers, two of whom are blind. They have transcribed 16,000 Braille volumes on academic subjects, produced 270 embossed maps, 4,500 stenciled maps for partially-sighted children, and 500 copies of music in large size type. One hundred and fifty students profit by this project.

Several sighted persons from general WPA projects, employed as supplementary workers under the Department for the Blind of Minnesota, have helped to increase the services of that Department by acting as readers, transcribers,

piano teachers, extra typists, etc. They have also assisted in preparing materials for blind home workers, in finishing articles made by the blind, and in conducting sales for their products.

A project in Mississippi employs twenty-eight persons in Braille transcribing, proof-reading, and shellacking. Only two of these have normal vision.

Another project in Mississippi employs thirty-two blind people in making rag rugs, and reaches probably the most needy group of workers in the state. A new project has been set up with the hope that the number may be increased to at least 100 persons and include workers from every county in Mississippi.

In Mississippi a few blind people are employed on a Braille transcription project at St. Louis.

North Carolina has a WPA project for making a survey of the blind of the state and formulating information which can be used later by the State Commission for the Blind in connection with the Social Security Program. This project employs about 100 persons under sponsorship of the State Commission for the Blind.

Oklahoma has a project which employs blind people in the interests of conservation of vision. Its purpose is to educate the general public in the proper care and use of the eye. Its method of operation is to engage blind persons who are thoroughly trained in the dissemination of accurate information regarding the eye, to give lectures in schools, before clubs, and to other representative groups. Sponsored by the Commission for the Adult Blind, the project employs twenty-five sighted persons and twenty-five blind lecturers. The latter have addressed 228,000 persons on the conservation of vision. Because the project is presumably responsible for the prevention of many cases of blindness, it has been granted a 50 per cent non-relief exemption; that is, 50 per cent of the workers on the project are not required to be relief cases. It employs rather the well-trained blind persons of the state who are capable of lecturing effectively on this important subject.

Four home teachers for the blind were started to work

in Texas under the FERA, and one has been continued under the WPA. A project at Houston conducts a combination mop industry and sewing room, employing from forty to sixty blind persons. There is also a blind man working on a writers' project at Houston. Under the NYA, a number of blind university students have obtained employment, and at the present time, the Texas Commission for the Blind is endeavoring to establish a project for Braille transcribing at its headquarters, planning to use transcribers without sight.

A WPA project in Utah has increased the state's services to the blind both extensively and intensively. It permits semi-monthly visits to the homes of the blind by local teachers to supplement the annual or semi-annual visits of the one state worker. Federal aid has made it possible for the service to reach virtually every blind person in the state. One phase of the project in Utah has been the coördination of all available agencies to the one end of saving or restoring sight wherever possible. Sight has been recovered in fifteen specific cases, and in twenty-five others, where there had been only partial vision, material improvement has been attained by treatment and operation. Many leading eye specialists have given their services for the work, and hospitals and clinics have reduced their charges wherever regulations would permit.

In Spokane, Washington, a WPA project employs women to read to the blind in such institutions as Edgecliff Sanitarium, St. Joseph's Home for the Aged, several hospitals, and the Salvation Army Home. The readers make an average of four calls a day, and read whatever the blind request.

In order to provide an adequate library for Wisconsin's 4,000 blind, the State Board of Control of that state sponsors what is reported to be the most outstanding Braille transcribing project in the country. The work is under the direction of a blind man who is a graduate of the University of Wisconsin. There are now fifteen projects scattered throughout the state, employing twenty-five blind and twelve partially sighted instructors and proof-readers. For every ten sighted workers, there is one blind person to teach Braille, to direct their work, and to do proof-reading. After

the pages have been written and shellacked, they are taken to Milwaukee to be bound into books, a WPA handcraft project. The project as a whole is now turning out from twenty-five to thirty-five volumes a week of material that has never been put into Braille before. A dictionary which the transcribers have finished in thirty-nine Braille volumes, constitutes a valuable addition to the equipment at the School for the Blind in Janesville, where it fills a long-felt need and is used daily by the students.

Besides providing library facilities for the pupils of the school, the project furnishes books to lend to blind people throughout the state. So careful are the transcribers and so thorough is the proof-reading system, that the finished books are practically without mistakes and therefore make excellent textbooks. Students attending college are glad to have them, and the project has supplied texts in German, French, and Italian, as well as in English. Among the books now being prepared for other readers are bulletins of the State Board of Health, an explanation of the TVA, a treatise on the Federal Reserve system, and similar current literature. The project has also brailled copies of "Household Hints," published by the Milwaukee Journal, to be distributed to blind housewives of the state.

Wisconsin also has a home teaching department which was inaugurated in 1934 as a part of the WPA educational program of the state. There are twenty-five instructors, one of whom has only partial sight and handles the instruction in Braille whenever that is required. The work of this department supplements that of the home teachers furnished by the Wisconsin Agency for the Blind, and regular weekly visits are made to about 200 blind persons.

In May of this year another WPA project was set up and one blind man was employed on the administrative staff. This project offers recreational opportunities for the blind, in which their sighted friends are invited to participate, since it has been the thought of those in charge to promote as much contact as possible between the blind and those who see, in all of their activities. During the summer the project has successfully conducted field trips, classes in swimming, and music classes, both vocal and instrumental.

When the social centers open this fall, it is hoped that the activities will be further expanded.

Those familiar with the work in Wisconsin feel that WPA projects have brought threefold benefits to the blind of their state. They have had steady employment at a living wage; the instructors have gained valuable experience in working with sighted people and have made contacts which may stand them in good stead for later employment; they have formed good habits of regular hours, speed and accuracy in work, and have improved their ability to get along with people.

In Oregon, under the WPA program of adult education, a division known as the Hobby Exchange has contributed some service to the interests of the blind in that state. Miss Elizabeth Von Stapp of Portland has prepared a series of printed bulletins regarding this service.

Blind persons are occasionally employed on WPA projects other than those concerned especially with services to the blind. Seven blind musicians are employed on projects in Mississippi and, according to their supervisors, are making splendid contributions to the service there.

On a project in Chicago five blind tuners and one sighted person are occupied in tuning and reconditioning the pianos in public institutions of the city.

Several talented musicians in Washington, D. C., are engaged by the WPA to conduct classes in music among the under-privileged and similar projects are being carried on in various other cities.

Although no project in Connecticut has been organized solely for the benefit of the blind, several blind persons in the state have succeeded in obtaining employment on general WPA projects. Two blind men holding college degrees have taught from one to three years in federal colleges under WPA auspices. One piano tuner is engaged under WPA to repair and tune the pianos in the public schools of Bridgeport. A partially sighted man in Bridgeport has been employed under WPA for three years, having charge of a tool shed where the implements used in road construction are kept.

The NYA also has rendered services or offered employment to blind or partially sighted individuals in Connecticut. One blind girl, a graduate of the McKeown Secretarial School, was engaged under the NYA as a typist, and has recently been transferred to the department of WPA, doing the same kind of work. Another girl with partial sight, while attending Arnold College in New Haven, was assigned to camp work for two summers under the NYA. Last year in Bridgeport two readers from the NYA were assigned to dictate material to two blind women who were preparing to sell magazine subscriptions. They needed Braille lists of magazines and prices, as well as lists of names, addresses and telephone numbers of prospective subscribers, and the dictation by the NYA readers met a real need.

Most of the projects for the blind are operated under the Division of Women's Business and Professional projects under the direction of Ellen Woodward, assistant administrator. Projects classified as Adult Education are under the direction of Dr. L. R. Alderman.

WPA PROJECTS IN MASSACHUSETTS

*GLADYS BOLTON STEVENS

Home Teacher, Massachusetts Division of the Blind, Boston

Massachusetts has seven Braille projects located in Brockton, Fall River, Boston, New Bedford, Springfield, Taunton, and Watertown. These seven groups employ a total number of 281 workers, of whom ninety-six are blind. This is approximately one-third of the entire number.

Two of these groups have been organized recently so their work is not included in the following figures. To date the five working groups have transcribed 717 volumes of Braille or about 40,122 pages. All except one of these groups is a complete unit in itself, transcribing the Braille, shelving the pages and then binding them. One group turns its pages over to the Red Cross for binding. The subject matter of these books covers a wide variety of reading

including juvenile literature in Grade One and Grade One and a Half, fiction of interest to adults in Grade One and Grade One and a Half, arithmetic, geography, spelling books, histories, books of poems and songs and hymns, books on handicraft, including knitting, tatting, crocheting and basketry, and cook books. Some of the textbooks have been placed in libraries for the blind and the handicraft books and fiction for adults in Grade One have been placed at the disposal of the various home teachers in the districts where the work is done. I have found those in charge of these groups in my district most coöperative and eager to do what will be of most use to us in our work.

The work of the Boston and Watertown groups varies somewhat from the regular transcribing of books in that they have made 105 models and some 1,300 charts and maps. The models vary in size and classification of workmanship. Some of the more simple ones are merely geometric figures while the more spectacular are almost works of art in themselves, such as a model of the Cape Cod Canal and reproductions of similar structures. Such work requires much time and care and infinite patience on the part of the workers as well as by those in charge. The charts and maps are the embossed maps which most of us are familiar with. In passing I will mention the Map of the Month, which is free to all who apply for it, and which shows the march of events in the various war regions.

The Boston Project has developed a new style of binding children's books so that it is possible for the book to lie flat on the desk while the child is reading. This is considered an advantage to the reader. We believe the Boston group is the only one in the country which does the inter-line printing. This method is a great space saver, of course.

Three methods of printing are used: First, the map-making machine which embosses a single thickness of brass from which an unlimited number of prints can be made; second, the stereotyper which embosses two thicknesses of zinc plates from which any number of copies may be made; third, the hand copied books.

One can readily see the benefits of this WPA work to our blind who are employed and to the other blind who profit through the use of the books and charts, maps and

models. But there is one rather distressing phase of the work in many places. There are so many seeing people employed. We realize, of course, that some sighted help is necessary, but in some groups where only the straight hand copying is done, and where there may be four seeing people employed to one blind person, there seems to be more seeing help than is necessary. A tremendous amount of Federal money is thus being spent in the name of aiding the blind when actually, perhaps, only one-fourth or in some instances only one-fifth of the sum is going to the blind of the community. Whenever possible we should urge the hiring of more blind persons on these projects.

WPA PROJECTS IN NEW JERSEY

ADELAIDE L. MOORE

District Supervisor, WPA, Newark, N. J.

The Works Progress Administration employs sixteen blind home teachers and sufficient sighted help to carry on the Project—twenty-eight in all; five female teachers and ten male teachers. Five teachers are furnished with guides, four have "Seeing Eye" dogs and six go about unaided.

Eleven home teachers reach 235 blind people, 150 for instruction and 188 for social contact. Included in the number receiving instruction are four children who are being tutored in special subjects. The following lessons are given:

Subject	Pupils
Braille	51
Crocheting, knitting, sewing	35
Caning	30
Reading, writing, arithmetic	10
Music	52
Basketry	25
Leathercraft	21
Moon Type	3
Typing	2
Algebra	2

Several pupils are being taught more than one handicraft.

An attempt is being made to establish social calls on a high plane, so that they might serve actually to readjust. Each year the workers in this field are rewarded by several encouraging evidences of rehabilitations.

Three music teachers are employed who teach fifty-two children in the public school classes. We have recently extended this teaching to the children in the sight conservation group. These children are supplied with music in large bold type. This music is especially prepared by the Federal Music Project under the supervision of our project.

Another teacher conducts the class for the mentally deficient blind females at the State School in Vineland. The progress of this class has been most gratifying. Through the efforts of our teacher, these girls are enjoying school life. Many behavior problems have been adjusted and the psychologist at the school has recommended the continuance of the class. One fifteen-years-old girl, whose only schooling has been two years tutoring by the WPA teacher, has been so stimulated that she was permitted to attend the Camp for Blind Children at High Point this summer; her first contact with normal children. She has been rated exceedingly high by the camp counsellors and the Commission is now planning to send this child to a residential school.

In addition to guide service to our blind teachers, other blind and sighted service is being devoted to research and development of new articles which blind people can make. Since January 1 this department has created twenty-six new salable articles, namely:

Dachshund	Woven Knitting Bags
Nursery Apron	Beach Bag
Tyrolean Apron	Accessory Bag
Gray Dawn Afghan	Rubberized Beach Accessories
Garden Mat	Triangular Scarfs

Lay-me-down (for beach
or garden)

Beach Luncheon Sets

Easter Baskets

Bouche Purses

Tea Aprons

Beach Blankets

Beach Towels

Utility Cases

Combination Cases

Manicure Cases

Shoe Bag

Baby's Bibs

Luncheon Runner Sets

Luncheon Tray Cloth

A further extension is being considered in the field of preschool children. A skilled worker, under WPA, will try to adjust problems in the families due to blind children.

It is hoped to have a WPA program in new procedure and methods, to test the adjustment of the blind in the rural districts and in agriculture.

The project has also cared for the more technical and routine aspects of talking book distribution and has supplied help for this purpose which could not otherwise have been provided.

The project is sponsored by the New Jersey Commission for the Blind and is empowered to assist in any way that will forward the interests of the blind in New Jersey, in education, vocational training, employment and general welfare.

WPA PROJECTS IN OHIO

*EDITH SPERRY

Home Teacher, Ohio Commission for the Blind, Columbus

Ohio has seven WPA projects for the Blind. Five of the groups have been organized chiefly for educational purposes; two for recreational purposes. Fortunately, these classifications are not rigid. The groups overlap in their activities with resulting benefits for the participants. The county is the unit of organization and the facilities of the public buildings in the locality frequently are used to house the projects. Community interest and coöperation has been evidenced by many transportation companies and grocers furnishing freely of their services and goods without cost.

The services of the home teacher are to instruct the WPA teacher in Braille reading, Moon reading and occupational therapy. A few suggestions for group activities often prove helpful since these teachers, in many cases, have had no previous association with any blind person. Necessary assistance and coöperation whenever possible are the primary aims. The home teacher is sometimes well acquainted with the blind individuals who may take part in these groups and can furnish some background for the new teacher. This aids her to understand and evaluate her situation.

To a large degree these groups should help solve the problem of leisure time employment for the blind of the communities. Instruction in finger reading, handicrafts, drama, choral singing, reading and discussion of recent books and current news, might all be viewed as both educational and recreational. The group serves as a medium for exchange of ideas and experiences. Summer camps, instruction in swimming and dancing, tours of interesting places, and out-of-doors activities fill the need for social activities so often expressed by the blind people.

The ones who give the most of themselves in energy and enthusiasm are the ones who derive the most benefit

and satisfaction from the activities. In one group several members do two days work at home in one day in order to devote a full day to the regular session of the group. They seem to feel it is well worth the effort.

Because of the apparent pleasure and benefit derived by the members of these pioneer groups other WPA classes have been organized and it is highly probable that other counties will follow.

PERKINS WPA PROJECT No. 16661

E. H. FISH

Supervisor, Perkins WPA Project, Watertown, Mass.

Through Charles W. Holmes, who was one of the speakers this morning at Perkins Institution, I learned that there was to be a discussion of the "Relationship of the WPA to the Blind." However, I was dismayed to hear so many of our activities ascribed to the Boston Braille Project. So far as I know, this is the only project in the state of Massachusetts which is making models and maps or more than one copy of braille at the time.

If this subject had been thrown open to the floor I would have described our way of employing a large proportion of blind. The braille department, of which Mr. Holmes is supervisor, comprises some twenty-two other blind people. Twenty are divided into four groups or tables, each with one sighted reader. He reads whatever material may be at hand and they make five copies at once which they later exchange with other tables to be proof-read. We also have one pair of blind people who write permanent records on zinc plates and stereotyper, one reading from handwritten and proof-read braille, and the other operating the machine.

I don't know whether there is any way in which you can correct this on the report of the meeting which goes out but if there is, it will be greatly appreciated by our own blind people.

PROVIDENCE WPA PROJECT

*MARY CHERLIN

Home Teacher, Rhode Island Bureau for the Blind, Providence

The Providence WPA project was inaugurated February 16 of this year, sponsored by the Bureau for the Blind under the Department of Education, and is located in the State House.

Twenty-one people are employed, eight of whom are blind. The blind are classified as follows: One supervisor, one teacher, and six proof-readers. The seeing group consists of nine transcribers, three text readers, and one time keeper. The blind people have earned approximately \$4,000 in wages during the first six months of this enterprise. Because of the small number of blind in our state, and due to the fact that a person must be strictly in need to be certified to WPA in Rhode Island, we are able to employ only a small number at the present time.

Our first accomplishment was the production of 165 catalogues consisting of twenty-two pages each and containing a complete list of the 250 books (850 volumes) available in the Providence Public Library. These catalogues are now being distributed among the Braille readers of the state and supplementary lists will be issued from time to time. Statistics gathered from a recent survey among the readers of the state determined the kind of books to be transcribed. There is a great demand for popular fiction. Our workers have also transcribed several handwork patterns for the use of the home teachers in their work.

The blind men and women employed on the project have attained not only financial independence, but increased self-confidence and real sense of achievement which comes from full-time work. We hope as time goes on to find more ways in which this project may benefit the blind.

WHAT LIONS CLUBS ARE DOING FOR THE BLIND

KENNETH H. DAMREN

Past President, Boston Lions Club

When one discusses the work of one of the "service club" organizations, be it Lions, Kiwanis or Rotary, it is well to understand a little about their structure in order to know what to expect and what not to expect from them. In some quarters there has been criticism of these groups which, I believe has largely been due to a misunderstanding of the groups rather than just disapproval of specific things about them.

Lions International, or to be exact, the International Association of Lions Clubs, is exactly what the name implies. It is an association of over 3,000 independent clubs in several nations. Lions maintain an International Office in Chicago; we have district organizations; we have International officers, a magazine and hold annual conventions both by districts and for the association as a whole.

A Lions Club holds a charter from the Association which gives rights to the name and insignia, to advice and help both from the central office and from the district, and to participation in the affairs of the association in proportion to its membership. Lions Clubs exist in every state of the Union, in every province of Canada, in Mexico, Cuba, China and in several Central American countries.

To my mind both the success and the weakness of service clubs spring from the same source, namely—they are associations with almost complete autonomy resting in each club. My club may select activities and conduct its affairs with relatively little interference from other clubs or from the International Association. We make our own success or failure as we wish, except that both the district and the central office are always ready and anxious to make experience and study available to prevent mistakes by local groups.

I say this makes for both strength and for weakness. By this I mean that there is the strength of interchange of ideas; the advertising value of the name and insignia; and most particularly there is the strength which comes from the fact that each club may adapt its program to the needs of its particular community. Obviously the Central Club of Chicago and the Downtown Club of New York will have little in common with the club in Greybull, Wyoming or Caribou, Maine. Almost every factor of social and industrial life is so different that only by wide variation of objectives can all these clubs fill a useful place in the community. The result has been that experiment, trial and error, success and failure have been the experience of individual clubs, either Lions, Kiwanis or Rotary. The great wonder is that such a great percentage of clubs has found a real place in the community and that the sum total of effective accomplishment is as high as it is found to be.

The weakness of these organizations lies in the fact that each club has the right to make mistakes and that no concrete program nor narrow limit of activity can be enforced. Hence there is some scattering of effort, some waste energy and some justification for criticism of specific projects or lack of projects. Is this not true of most organizations?

So far as I know all service clubs have at least one thing in common—no racial, religious or political barriers are permitted in selection of membership. Rotary in Germany disbanded because it could not and would not purge itself of Jewish membership and because it could not become entirely Nazi in its practices and beliefs.

I hope I have not too long dwelt on these generalities. Let us now turn to my real topic—Lions and their work for the blind.

For two reasons I shall not soon forget the summer of 1925. As a new member of the Boston Lions Club I attended the International Convention at Cedar Point, Ohio. Aside from a widened conception of the potential power of a large group of American men, this convention gave me two rare treats. First—my fellow delegate was Doctor Edward E. Allen, known to the world for his outstanding place

in the education of the blind and known to his fellow Lions as "Dad" Allen. Incidentally, I think the seemingly austere "Doctor" thoroughly enjoys having us call him "Dad." During this convention I came to really know him and to appreciate him fully. That privilege of real friendship with a great man has continued through the years.

Second—at Cedar Point we were privileged to see, hear and associate with Helen Keller and Anne Sullivan Macy. It was a real inspiration to us all. I was younger then and more impressionable and there, moreover, I had it impressed on my mind that beneath the singing and the noise, behind and deeper than the good-fellowship of Lionism, there was a real note of purpose and service, our major objective—work for and with the blind.

From that week on I have watched this work throughout the whole association. Not every club participated in it, for in many communities there are few or no blind people and in others there are problems even more pressing and important. On the whole, however, Lions clubs are always alert to take up some phase of this work whenever it is made apparent that there is something worth while to do.

Tonight I shall speak of this work in two parts—first a glimpse of certain special projects here and there, together with a few words as to how the association as a whole makes the work more effective, and second, I shall speak more fully about the project of my own club—Camp Allen for Blind Girls.

One of the few official activities of Lions International is the Juvenile Braille Magazine. Conceived and started in Ohio this magazine has for years been sponsored and paid for by Lions everywhere and has been distributed free of charge to individuals and groups between the ages of eight and fifteen years. The avowed aim is that every blind child able to read Braille shall have the opportunity to read this magazine if he lives in the United States or Canada. While it is probably impossible that the distribution is as complete as this, nevertheless in general we have attained our objective.

Some years ago the Peoria, Illinois, Lions Club first devised the white cane idea. This has spread all over the

country. In some places it has been enthusiastically acclaimed by blind people and by the public. In other places it has not met with complete approval. My club investigated and many blind people told us they would not want a cane. However, the fact remains that last year 2,092 such canes were presented by Lions clubs to blind people, and in many cities and towns ordinances were passed giving these canes legal standing in traffic and on the streets. Here is an example of how individual clubs find out the local need and sentiment and conform to it.

In the past few years growing attention is focussed on Talking Books, "Seeing Eye" dogs, correspondence courses and similar projects. Participation in the "Seeing Eye" movement is, of course, restricted because only a comparatively small number of dogs can be made available. Most clubs do not, nor should make cash contributions to projects like the "Seeing Eye." I believe that clubs should almost invariably work with and for individuals rather than become collectors for organized charities or movements however worthy.

One field where Lions clubs have been especially useful is in sight conservation work. Many clubs maintain eye clinics. This results in much good as such clinics almost invariably have the services of thoroughly competent professional people, and thus not only furnish glasses and advice to many who could not otherwise obtain it, but also keep them from patronizing quacks and incompetents who prey on the unfortunate. An example of this work is found in Melrose, Massachusetts, where for some years the local club has coöperated with the schools to the end that every child suspected of needing treatment or examination has been reported. The Lions Club has either given free or helped to pay for glasses for many whose financial condition would otherwise have made proper care and treatment impossible.

The Lions Club of Orlando, Florida, provides free correspondence lessons in Braille. These lessons are to be had in English, Spanish, Italian, French, German and Swedish. Since this service was started more than 1,000 have enrolled and over 600 have completed the course. Many clubs coöperate with the Hadley Correspondence School for the Blind at Winnetka, Illinois. I have also personally known

of several cases where arrangements were made for children to be sent to schools for the blind.

Let me emphasize this fact. All this work is done by volunteer groups of business and professional men who are doing this just because they want to accomplish something worth while. It is fun sometimes to sit back at a Lions Convention or group meeting and listen to the talk, sometimes becoming a bit heated, when hard boiled business men from various cities brag a bit to each other about what their particular club is doing, how they are doing it, and all trying to prove that they are doing a little better than the other fellow. So long as this goes on all over the American continent I don't get too despondent about our future. At such times I am reassured that "God's in His Heaven—all's right with the world."

Our annual report, just off the press, shows that during the past year Lions clubs have provided 8,343 pairs of glasses. In addition 125 other clubs reported providing glasses but failed to state the number. This represents a truly substantial contribution to sight conservation.

Other activities, some of which seem trivial but which you know to be immensely important, cover reading to the blind, taking them on pleasure rides or on business errands and other personal contacts which the lonely blind so need and appreciate. Some clubs, like Lowell, Mass., have made it a point to see that every blind person has a radio and that it is kept in repair. A total of 3,469 individual reports of service to the blind were reported last year by our clubs.

A few weeks ago, passing through Asheville, N. C., I found a full page of their Sunday paper given to notes about the local Lions Club. Their project is the maintenance of a workshop for the blind. Many other clubs find an outlet for their energies in this field. Others, where there is no such shop nor enough needy blind to justify one, aid by holding sales and helping in disposing of the products of shops in other communities. Recent Federal legislation has opened the opportunity to establish small places of business for blind people in Federal buildings. Lions clubs have not been slow to take advantage of this and many clubs either have or will establish such stands for blind people.

In some states Lions have successfully sought progressive legislation on prophylactic treatment of the new born, registration of midwives, birth registration, abolition of the common towel in public places and similar public health and sanitation measures. Many clubs have plunged into the campaign for venereal disease control. In short, wherever and whenever progressive action in good works is afoot there will be found a Lions club helping to make the work successful.

Our International organization is definitely effective in guiding local clubs along these lines as well as in many other fields. One of the publications available to every club and committee is a pamphlet entitled— "Suggestions for Sight Conservation and Blind Work Committee." In eleven pages of rather fine print is a pretty comprehensive outline of advice and suggestion. In studying this pamphlet for the preparation of this paper I find that the advice on what not to do is fully as important as that on what to do. The preparation of the pamphlet shows unmistakably that our association called on persons of experience to assist. Part of it is specifically credited to Dr. Allen. Let me quote from the pamphlet, first a few subdivision titles.

"The Clubs' Part in Assisting Persons Already Blind," and under this the following— "The Blind as Individuals," "The Proper Approach," "Beware of Legislation," "What To Do," "Suggestions for Service to Shut-ins," and "Things Not To Do."

Quoting further, let me ask if this is not good advice to enthusiastic but inexperienced committeemen? Under the title "The Proper Attitude" the admonition is— "Of these, 'attitude' is by far the most important. Can you slap a blind man on the back, say 'How goes it, Jack?', and follow through with the story that brought down the house last night? If you can't, better not try to help Jack. Can you smoke his cigar and tell him it is a rank weed? If you can, you are the man for the job. You can keep more blind beggars off the streets than the police force. Pity is what makes a beggar out of a blind person; pity, and the futility of trying to make good against stupid obstacles. The intelligent blind want none of it. They put it, 'Not charity, but a chance.' Blind persons are just folks, and their hap-

piness lies in being so regarded. There is reason behind the use of the term 'persons.' Each individual has his own personality, an identity apart from crowd or circumstance."

Under the title—"The Proper Approach" the advice is—"Assuming that your club has adopted 'that attitude,' you are ready to look about for a place to help. You will probably find an opportunity. You will find a society for the blind or a workshop or some other establishment needing workers, patrons and followers with that attitude. Don't wait for them to ask, because 'dollars to doughnuts,' if they come asking help, you'll give money and forget it—you might even appropriate club funds! Don't do it! These people need effort and interest of the personal man to man kind, and so do you if you are going to get the most out of this job. Your money will not help a blind person to regain a poise which has been killed by maudlin pity. Your money will not give work to brain or hand, groping pitifully in a crowd too careless to see. Your money will do none of these things without you. Together you can make a contribution of incalculable value.

"You may learn that there is only one blind person in your territory. If you do, don't write off to Blankton Club to ask what they did. (The Blankton Club helped a blind man one time.) Better ask your blind man himself. If he is intelligent, he will tell you; if he is a beggar he won't; and if he is an imbecile he can't, and should be sent to an institution." I think that last is really good.

Just one more reference to the pamphlet. Under the title—"Beware of Legislation"—clubs are admonished that aside from legislation along health and preventive lines resort to new laws is only to be approved in cases where conditions are really bad. Education of both the blind and the seeing, and making opportunity for blind persons instead of legislation for doles and relief are advocated.

So much for the general story of Lionism at work for the blind. Now may I tell you in some detail about that project which has come closest to my life—the project which for seven years has given several of the Boston Lions so much fun and enjoyment that sometimes we are a trifle ashamed and feel almost as if we were selfish? I refer of course to Camp Allen for blind girls.

For several years the Boston Lions Club tried to find a project in which it might interest itself and which was at the same time really connected with work for the blind. In highly organized Boston many things were being done but most of them were so well done that we could not nor wanted to compete. Perhaps selfishly, we did not want to be a tail to somebody else's kite, feeling that we could not interest many of our members personally in assisting in a big project already started. We wanted to be pioneers.

Our club has never been large nor have we ever had within our membership a single representative of the "sixty families"—just a group of good fellows with little money. We participated in various worth-while movements, but always hoped the day would come when we could do something of our own which would be intrinsically worth doing and at the same time would create continuing personal interest by our members.

Finally, in 1931, Dr. Allen said perhaps he had an idea. He proposed the building and maintenance of a camp for blind children. We listened eagerly. It sounded fine. We had no money, but it cost us nothing to listen and to make plans. Where to build? Should we plan for boys or girls or both? What would it cost, and all those many questions.

It appeared, on the advice of "Dad" Allen that there was some more need for such a place for girls than for boys. Being a club of men of course this was just the answer we wanted. Then the location was solved by a deed to eleven acres in Bedford, N. H., from a good friend. This site is secluded yet is only about two miles from the main Daniel Webster Highway, a few miles this side (south), of Manchester, N. H., and almost exactly fifty miles from Boston. So we had the idea and the land and no money.

Our club officers learned that a certain man had successfully raised considerable sums for Lions clubs in several cities. Our International office put us in touch with him, and he came to Boston. His story seemed crazy in the extreme but certainly harmless so we tried out his plan. I cannot take time to tell you of this campaign. Some of you might find it instructive, but enough to say—it worked. It worked so well that in a short campaign we had in our

treasury the sum of \$8,507.00 in cash and everybody was happy.

With an idea, some land and some money we asked our architect member to produce a plan. In collaboration with Dr. Allen and our good friend, Mrs. Cora L. Gleason, long at Perkins and known to many of you, we soon had plans for our camp—we cleared part of the site ourselves and in the early spring of 1932 we built Camp Allen. Of course there was never any doubt as to its appropriate name. Our trouble has only been to maintain it in a manner which would bring credit to Dr. Allen, and in the main I believe we have succeeded.

So, in June, 1932, we opened this experiment. One of our members called it "An Adventure in Happiness" and so we named our first printed report. Fourteen girls and three counsellors, never forgetting Mrs. Gleason who spent most of that first summer with us, and we were launched on this adventure of taking city girls, either wholly or partly blind, into a completely new environment of groves and fields and tangled woodland. So far as we knew it was a pioneer endeavor. If there were or have been since other real summer camps—not rest homes or anything like that—we have not known of them until this summer of 1938.

Most of us and most of those who have known of our camp through the years feel that it has been entirely successful. We have made mistakes, plenty of them. We have tried not to make the same mistake twice. Some of us have learned that camps do not run themselves and that many hours and much thought are necessary to make a successful season. Out of it all have come traditions, policies and a few rules.

What I will call rule number one in operating a camp for blind or visually handicapped children may be a surprise to you. It is my deep conviction, however, that it is a wise rule and a necessary one if such a camp is to be a real success through the years. This rule is—Trained and experienced educators of and workers with the blind are welcome as advisers but must not be on the staff. So long as some of us who have been closest to Camp Allen can have our way no person whose regular work is with the blind, however charming and however well equipped, will be on

our staff of counsellors. And the reasons are real.

Our experience shows that earnest young women of high character, thoroughly trained in camp craft but lacking in experience with the blind make better counsellors than would those who have experience with blind people. Our staff know camping and they do not know the limitations of our blind campers so they almost daily and as a matter of course have our blind girls do things which blind girls cannot do. Our counsellors do not know any better than to do the impossible. Deeper than this, and with the kindest thoughts for several fine counsellors of other years who were trained workers for the blind, Camp Allen is not and must not be an extension or summer session of any school for the blind. To have it become such would destroy half its value. Camp Allen must be more and more a middle ground between a blind institution and the outside world into which all our campers will go after school years. I hold it essential that so far as possible every contact of our girls at camp shall be a fresh new contact with the sighted world and this cannot be attained unless our staff is non-professional in that sense.

Let us now come to 1938. Camp Allen has just finished its seventh season. To begin at the end of this season, we started a new experiment which we hope will develop to the joy and happiness of many. Immediately at the close of this year's regular season Camp Allen, with all its facilities, was turned over to a group headed by William H. McCarthy, of the Massachusetts Division of the Blind, to be used for a vacation for older blind girls and women. During the seven years since Camp Allen first opened many of our girls who were the older campers of the first years have become young ladies just a bit too old for the regular camp program. They still retain happy memories of camp life and want to enjoy a vacation in the familiar surroundings. We hope that this experiment is the answer to that problem and that in succeeding years Camp Allen may be open in June and in September for those of all ages who may be made happier by renewing old friendships and making new contacts in the pleasant environment of the camp.

During the past seven years Camp Allen has grown. Now in place of the original quarters where we could accom-

moderate a total of eighteen persons, staff and campers included, we have a capacity for twenty-four campers, four counsellors and a man and wife to care for the kitchen and grounds. In these seven years we have had a total of eighty-six different campers. Eighty-six girls, blind or part sighted, have had opportunity for real enjoyment of a kind which was entirely new to most of them and which for almost all would have been impossible but for this camp project.

The present plant consists of the main building in which there is a large hall with fireplace, a kitchen, store-room and pantry. This and the whole camp are electrically lighted; we have telephone service; there is running hot and cold water in the kitchen and cooking is on two oil-burning stoves. There is a dormitory divided into cubicles of two beds each, which has accommodations for sixteen campers and two counsellors. These two large buildings are connected by a huge screened porch where most of the camp life centers. In addition, there is a large tent on a permanent floor in which seven campers and one counsellor live. This tent is the choice of quarters for many campers.

Down in the grove some distance from the main camp is a fine cottage which is the office and retreat for the staff. This is also used as an isolation building when suspicious illness develops. One counsellor sleeps here. Then there is a cottage for our man and wife, an auto shelter for two cars and a bathhouse with three shower heads. These and the pump house which contains the electric pump for water supply complete the plant equipment. We have running cold water in the dormitory and thoroughly sanitary flush closets. In a word, the plant is complete and adequate except for one thing. We need and hope for a swimming pool. Not until we have that shall we be satisfied, as swimming in open water is too great a responsibility and so this activity is much restricted.

But the physical plant is only the minor part of Camp Allen. During seven years we have tested theories, made changes in routine and evolved what we all think culminated in by far the best season of all. As is probably natural to expect we have had many changes in staff personnel, and in the seven seasons have had six directors.

This is not to say that six times we have had people strange to the camp take charge, for two of these six were promoted from the staff and never has there been a completely new staff. In 1936 we had two of our own girls, part sighted, on the staff as junior counsellors. This we were very happy about and it worked out so well that in 1937 we had three such juniors. By this I mean that they were really on the staff and were paid for their work. This year two of these girls were not available and no others of sufficient maturity and with enough sight seemed ready, so we promoted the third to a full counsellorship. She is a girl of superior attainments, sterling character and wonderful personality. She made good in every respect. There are at least two other girls who have been campers who seem to have the possibility of becoming members of the staff in a year or two when they finish school.

Since Camp Allen opened no girl whose health and age put her in the class eligible for a vacation at our camp has been denied admission. Up to date we have been able to accommodate all who applied, but we have certainly not been able to let many stay as long as they wished. Our roll sounds like an assembly of the League of Nations. We have had campers from every New England state and from Greece and Japan. No girl is or will be barred because of her inability to pay. In fact we have sometimes paid rail fare and furnished some clothing and equipment. All girls whose family or friends cannot transport her are taken care of by Lions in autos from Boston and return.

Camp Allen, I believe, is much more than just a place where our girls have a vacation. Were it this and only this I would not devote so much time to telling you about it. To my mind Camp Allen is a center of character building and a place where the sighted world learns from the blind and the blind girls get much wholesome contact with the world into which they must move after school days. I have already spoken of the fact that we deliberately choose our staff from outside the field of workers for the blind. In addition the girls' contact with outsiders begins as soon as they start for camp, for most of them are called for by a Lion and taken to camp by him. Our members thus get their first contacts with the girls on the fifty-mile trip into

New Hampshire. For many of our new members this is really a terrifying experience. Some who have no children of their own have worried just because they will have a strange girl to be responsible for, while almost all thus have their first close contact with those strange beings "the blind" in this way. It amuses those of us of more experience to have one of the fellows arrive at camp happy and at ease with his friend and to have him tell us in amazement that "she is just like any other girl." I count it a real accomplishment to have dozens of people each year say, "Do you know, I forget they are blind. Somehow I dreaded to come, but when I get here I lose that feeling of pity and I am coming again." They are getting that proper attitude which Lions International stresses in the pamphlet.

Though it upsets the camp routine, we encourage visits. More than 500 people signed our camp register this year. Several times a season we hold special celebrations or exhibitions to which we invite friends and groups. When I say that over 500 registered we know that many did not sign and we are sure that at least 600 different people were at Camp Allen during July and August.

Lions of the Manchester Club arrange many excursions, and this year the campers visited a boys' camp some miles away and spent a marvelous day at the famous Benson Wild Animal Farm. This latter was at the invitation of Father Raphael of St. Raphael's Church in Manchester. Our girls, almost all city bred, take to the woods and fields at once. There is no strangeness after the first day or two. They excel in nature study, woodcraft and the like. They love to "eat out" and cook their supper over a camp fire, which is a regular Thursday feature of camp life. They delight to learn how to roll a poncho and hike away to spend the night sleeping in some grove under the open sky. Dramatics and craft work are part of the formal schedule. Every day is a busy day from early morning until "Taps." Character building, ability to get along with others, spiritual inspiration—these three are the foundation stones of Camp Allen.

This summer our girls have sung at the Mass of St. Raphael's Catholic Church each week. Church attendance is arranged for all. The campers were privileged to attend

a communion breakfast where beside Father Raphael were Father John J. Connolly, our very good friend and helper, and also Most Rev. John B. Peterson, Bishop of Manchester.

Our Protestant campers delight to attend the village church at Bedford, one of the typical old churches in a typical old New England village. Each morning there is a short service of spiritual uplift and devotion. Always there is borne in upon the girls precept and example of right living and true character.

But to me Camp Allen always means a Sunday evening in the peace and beauty of a summer night. Then is enacted a ceremony so wondrously effective and so thrilling that once seen it can never be forgotten. Just at twilight counsellors and campers form in procession down in the pathway under the pines and singing they advance to form a circle around a blazing camp fire. You all know how the blind love to sing. Most of our girls have been students at Perkins and are trained singers. Camp songs and classical; jolly songs and sacred music—the girls pour out their souls in music. Then there is a speaker (Father Connolly was with us once or twice) and I believe that though we have had many well-known speakers each has been inspired to added effectiveness by the scene and the environment. After the speaker there are more songs and pageantry and a good night circle, a hymn and singing of "Taps." The favorite hymn this year was "Goodnight Sweet Jesus."

The last Sunday Camp Fire service this year brought to Camp Allen a young speaker of some repute. He was to speak on the subject of "Prayer." When his time came to speak he was so overcome that he could only falter his excuse that his voice would not come. We who have witnessed the scene many times are not surprised. We know how he felt, for all who witness this ceremony come away, somehow purified and blessed. Through "our girls" we have all been brought a bit nearer to God out there under the deep vault of Heaven's night. There we get the proper attitude. There we learn that though blind they see the same as we. That is Camp Allen. I am proud to be a Lion.

THE CATHOLIC GUILD FOR THE BLIND OF MASSACHUSETTS

REV. JOHN J. CONNOLLY

Director, Catholic Guild for the Blind, Boston

I wish to take this opportunity to thank you for the courtesy of this invitation to address the Eastern Conference of Home Teachers on the subject of "The Catholic Guild for the Blind of Boston."

We are a very young organization, only two years old, and we cannot, therefore, lay claim to the great achievements of those who have labored long and zealously in this very worthy field. However, like all children, we have dreams and we have a corps of interested and devoted workers whose labors will in time, we hope, give reality to our dreams.

Our Guild was founded by His Eminence William Cardinal O'Connell, Archbishop of Boston, a man who has a deep, fatherly interest in all phases of social and educational service and a particular interest in the work for the blind. Our work is restricted to the Archdiocese of Boston, as each Diocese is an independent unit. However, we do care for those resident in the Archdiocese, even though their permanent domicile may be outside of it.

We are now making a survey of the Archdiocese. Our present estimate is that we have approximately 1,200 Catholic blind in Boston.

Our Guild office is at 49 Franklin Street, in down-town Boston, where we have a very competent staff of four young ladies and one social worker. We also have a corps of volunteer social service workers who visit the blind in their homes and extend to them many social courtesies. There are two priests in charge, one as a director; the other as assistant director. Our correspondence is admirably handled by a blind stenographer and Ediphone operator, a graduate of Perkins Institution. I might add, incidentally, that in

this case we do not feel that we are doing any act of charity but that we have been wise enough to select a competent operator. Her salary is the same as other operators.

In our Guild we have five chapters. Each chapter has its own motor corps. The first chapter cares for women and girls; the second for boys; the third for men; the fourth chapter looks after the material needs of all and the fifth chapter, recently formed, has for its program the securing of employment for the blind. There are about twenty-five members in this last chapter. We hope to increase this number to 100 members with representatives from different walks of life, from industry, commerce, law, and medicine. This broad representation provides for us a wider field in which to find coöperation. The Guild was established for the purpose of giving a general and inclusive service to the sightless of the Archdiocese.

As a Catholic organization we are interested, as all religious organizations are, in the spiritual as well as the material welfare of our blind. According to our Catholic philosophy, man is defined as a rational animal, possessing a material body and an immaterial or spiritual soul. All service to man, therefore, according to this philosophy of life must be devoted to the care of the whole of man, body and soul. We likewise believe with all religious-minded men and women, and today, my dear friends, we need religious-minded men and women, that to take God out of the scheme of life and to care for the material or animal in man and to neglect the spiritual or higher side of life, is the poorest kind of philosophy, for it considers only the lower in man to the neglect of his higher and eternal excellencies.

With this in mind we provide Retreats for men at the Franciscan Friary in Brookline; for women and girls, at the Convent of the Cenacle, in Brighton; and for boys in Campion Hall, in North Andover. A Retreat, as you know, is the going apart from the world for one, two, three, or more days. During these retreats, spiritual conferences and exercises are held for the purpose of giving enlightenment and encouragement to the soul of man that he may live as a worthy citizen of earth and prepare for his eternal destiny. We likewise sponsor Novenas, another form of spiritual exercise for the older boys and girls and catechetical instruction for the

young. All this is done with the view to developing the spiritual in man, thus developing what we consider the balanced man, developed in spirit as well as in body. Today as we look about us we find that the world is not so much physically sick as it is spiritually unfit to meet the demands of life. Physical strength needs a spiritual leaven to give it guidance, inspiration, and tone.

We also provide guides for escorting people to church, on shopping tours or for visiting. We have a reader service for the students desirous of doing collateral reading. We provide medical care and hospitalization for our needy blind. We are interested in the higher education of our talented blind, providing them with opportunities which will best fit them for their places in the world. We are living in an age of higher education and the blind if they would succeed must meet the demands of the age in which they live. It is our hope, eventually, to establish scholarships for worthy students.

We also provide material aid for our blind, supplementing their budgets, temporarily or permanently, as the case requires. We have a sewing circle of fifty devoted women who meet weekly to sew for our blind. This is a volunteer service with the exception of two paid workers who have charge of administration. They have their own motor corps which goes out into the Diocese, brings the blind to the center and there they are equipped with all those things which they need. At this sewing circle there are six little girls who are sightless, under instruction. We are teaching them to operate electric sewing machines, helping them to that independence which they so earnestly seek. They make such things as dish and glass towels, luncheon sets, aprons and many other practical and artistic articles for the home. Articles made in the home are also sent to our office for sale. Periodically, public sales are sponsored by various groups and organizations and the goods made by the workers are disposed of at these sales. The profits realized are returned to the workers.

Our Braille teacher, a George O'Connor, has at present about fifty students under instruction. We have arranged with the School Committee of Boston whereby students certified by us may enjoy cultural credit on the completion of

our course. These students, when trained, will serve as transcribers for the Guild and their work will become the property of the Guild.

Realizing that man is also a social being, we must provide recreation for him. We arrange socials, Christmas parties for men, women, and children. During the summer months weekly trips are made to the seashore with groups of about thirty, each week. Our guests are called for at their homes in the morning and spend the day at some seaside resort, usually at the estate of some of our friends who open their homes for the day.

Our building program is now under consideration but no definite plans have as yet been made.

Our work is financed by the free will offerings of friends. The director and the assistant director visit a different church in the Archdiocese, each Sunday, and there speak at all the Masses. We explain our program and ask for the support of the people of the parish. A collection is taken up for our work and new members are enrolled. This visitation of the Archdiocese serves, at once, to build up our financial reserves and at the same time acquaint our people with our problems, and thus sow the seeds of interest in the Guild.

This, my dear friends, briefly, is our program. It may not sound impressive to more experienced ears but let us hope that it will grow more worthy with the years. At least, I am happy to say that the generous and wholehearted and devoted spirit of our workers makes adequate compensation for its shortcomings. We have a great love for our work because we feel that it is Christ's work. Social service is not a modern invention. It is but a modern expression of an age-old science. The first great social worker of the Christian Era was Christ, who, as the Scriptures so beautifully tell us, went about doing good, healing the maimed and crippled bodies; healing the souls of men. Modern social service is really worth while only so long as it keeps the Christlike touch.

In our office, for example, we have three rules. The first is efficiency. Not the cold, calculating efficiency of modern industry or commerce, but the efficiency that under-

stands that we are dealing not merely with cases but with human beings made up of a body and a soul. It is the efficiency of prompt, considerate, understanding service which looks upon a person that is handicapped as an equal and not as some freak biological specimen. We all desire efficiency but we must be on our guard lest our units or case numbers creep out of their cabinets and dominate the spirit of our service. Rather let us sacrifice efficiency, reports and statistics than leave unconsolated one aching heart.

Our second rule is courtesy. We consider all our members, volunteers as well as paid, our benefactors and our blind as members of one large family all making their contribution to a common end. It is the rule of a good family that one should care for the other. Those with the greater needs should enjoy the greater love.

Our third rule is Christlike charity. Not the charity of the dole but the charity of Christ before whom we are all equal. We serve those handicapped because they have need of that service just as we would need it if we were in their place. Placing ourselves in their position, we can best understand their problems. After all, we are all children of the one family of God, regardless of our social status; our handicaps or our perfections.

I also feel that one of our particular interests must be the service of youth. If the schools will give us students that are trained, then we, working coöperatively with the schools, must assume the responsibility of finding opportunities for these students. Our coöperative efforts must be directed to taking the problems of the sightless out of the byway of charity and setting it on the highroad of opportunity and by opportunity I mean genuine opportunity, equal pay for equal work. The blind should be paid not on the basis of handicap but upon the basis of achievement. Some may be tempted to say that this is an ideal. Perhaps that is true, but ideals have a way of becoming realities or at least in improving mediocrity when the right people have these ideals.

If we analyze our own lives, we will find that it was opportunity that was largely responsible for our success in life. The sighted must be educated to understand that our

talented blind are no different from those who enjoy the precious gift of sight. True, they have a handicap but it is only one of many and surely not an insurmountable one. We have sufficient success stories to prove the contrary. The great cross of blindness is to my mind not sightlessness but the blindness of the sighted who cannot see that a man's intellect is not necessarily impaired because one avenue of entrance into the mind is closed. We hear much today of blindisms. If the blind do not possess those attractive qualities and characteristics which we would like to find in them, I think that it is barely possible that it is not so much blindness as the lack of sympathetic understanding on the part of the sighted of their problems that is responsible. A student today in our institutions for the training of the blind does not suffer so much from the lack of vision as from the lack of the vision of opportunity. Give him something to live up to, to be worthy of and I am quite sure that you will find that he will respond and as so often happens in life, it is that opportunity which will make the man. This ideal is the particular responsibility of those interested in this field of endeavor — to permit those whom we serve to give expression to the talents which they possess. We should endeavor to educate the sighted to understand the competency of our people and we can best show our confidence in them by employing them ourselves. A very worthy motto for us would be "Employ the employable blind at a wage worthy of them." From my short observation, and I must confess that I am a novice in this work, there seems to be a predominance of sighted in all fields of work for the blind. I wonder if this is necessary. Is it possible that a more equitable balance could be established? Is it possible that the education of the blind has been in vain and that they are not worthy of our consideration? Surely if we do not give them a reasonable and genuine opportunity, we can hardly expect those outside to accept them when we manifest such a lack of confidence in them. It seems to me that it is our duty to point the way that we would have others go.

A further observation which I would respectfully make is this. We are as great as the coöperation which we give and receive. Coöperation destroys duplication of efforts. This will reduce the cost of administration and at the same time improve our service to the sightless. I am happy to

say that here in Massachusetts our Guild has enjoyed the confidence and coöperation of the State Department and all other social agencies. I feel that I must add a special word of tribute to the field workers and home teachers who have been most coöperative.

We have likewise enjoyed the coöperation of Perkins Institution. Our aim is not competition but coöperation and may I take this opportunity to thank the representatives of the State Department and Perkins Institution for the spirit of coöperation they have always shown towards us. I am sure that we have all profited by this spirit.

One final word, my dear friends, and I will close and I think that it will best express what to me is one of the most important approaches to the problem. Let us remember that in our labors, we are dealing not with units but with human beings. Let us not dwell too much on the handicap or on the background of the handicap but let us rather think of the man or woman behind the veil and give to that individual what every man and woman seeks, an opportunity, a genuine opportunity to express his God-given talents. The blind will profit by their giving and we will profit by their gift.

EXPERIENCES ENCOUNTERED BY HOME TEACHERS

Reported by *DOROTHY INGERSOLL

Dictaphone Operator and Typist, Watertown, Mass.

Miss Mead of Connecticut told of one of her pupils who is deaf-blind, and although eighty years of age, was able to learn to read Braille. He did this by a system of pegs which he put into holes that corresponded to the Braille cell. He learned the contractions in this way, also. In answer to the question of Moon Type, she said that some of her readers very definitely prefer the old method and others, particularly the newer readers, prefer it as it is written in the Ziegler Magazine.

Miss French of Rhode Island said, "I remember one of my earlier pupils, who was an elderly man, and he wanted very much to learn to read. At first it seemed impossible but he kept at it and learned. In connection with what we were saying this morning about having men home teachers, I remember when I went to Mr. Anagnos and requested a man teacher, he said 'Why, Eunice, I never thought you would ask for a man teacher to teach the men.' "

Another person told of how one of her pupils, a woman, learned Braille by taking five letters a day. It was her desire to read the Catholic Monthly that gave her the courage to go ahead and learn Braille

Mr. Furman of New York said he wished that the magazines in Moon Type would be printed as the books. As to the Braille he said he saw no reason why we should not use Grade One and a Half in the magazines. By doing this those who know Grade Two would of course be able to read Grade One and a Half and thus two groups of people would be benefited.

Mr. Evans of Pennsylvania told of a woman of seventy-eight; the first thing she read was the Ziegler Magazine.

Mrs. Wernett from Ohio said: "I presume some people think I'm a crank on the subject. I understand that only about 25 per cent of blind people learn to read Braille, and I don't wonder if you keep trying to make it more difficult for them."

"Speaking of unusual cases," continued Mrs. Wernett, "I was so glad when someone mentioned the deaf-blind. If anyone is shut off from the world, it is a deaf-blind person."

Miss Hugo of Ohio said: "I thought I might tell you of one case I had on my list for some time. Being deaf-blind and not knowing the manual alphabet, I couldn't talk with him. I had very little coöperation from his family. I got out the Moon Type chart. This man had never gone beyond the third grade in school. I found with him it was a case of my not knowing what he did know. Not having the coöperation of his family, he lived in a world by himself. I said to his sister, 'Why don't you talk to him?' She said

that she didn't talk with him so of course I couldn't. I taught this man Moon Type and his developed touch enabled him to learn to read Braille. I tried to teach Silvio the figures. I commenced with 'one.' He seemed to understand me and all of a sudden he commenced to count. His family said, 'We didn't know Silvio could count.' I continued work with him and now he is reading the Ziegler Magazine. He had trouble with the lines. We found that he had been reading only the one line on the page reading just on one side. If the deaf-blind are bright at all, they are very bright. Soon Silvio commenced with writing. I can't tell you just how I got to teaching him to write. After a time I wrote Silvio a letter. I sent his family an exact copy of it so they could help him with it. His sister said she had never seen his face beam so as it did when he received that letter. She didn't have to help him at all. He fairly devoured it, for this was the first letter he had ever received.

"Speaking of men home teachers, I wonder if they think they could have done better. If I do say it, I don't believe they could. I am sure we girls in Ohio can teach our men pupils as well as our women pupils. We are not afraid to tell one of them that he should wash his hands or that he should comb his hair. As far as the home teachers in Ohio are concerned, if our men pupils need to be spanked or rocked to sleep we can do it. I once gave a reading lesson to a man who was intoxicated. Yes, and you can't have our job."

Mr. Mack from Brooklyn began his talk by saying, "I don't want to start an argument about the men, but I am going to follow up the deaf-blind question. They are the people who are really in need of help. Once a deaf-blind man came into the office and said he wanted to learn Braille. I inquired his age and found it to be sixty-three. I thought he was too old to learn Braille and so thought I would teach him Moon Type. He informed me he didn't want to learn Moon Type, that he wanted to learn Braille as the other blind people did. The third time I went to see him he was actually reading.

Mr. Furman added: "I had a deaf-blind man two years ago. He was not a mute. He wanted to learn Braille. I

taught him the combinations and soon he was reading Grade Two."

Mr. Ierardi of Massachusetts stated he has been surprised to find in his magazine work so great a number of blind-deaf persons in this country. He said he often wondered how, if they have never been taught the Manual Alphabet, the people get at teaching them Braille.

Mrs. Stevens of Massachusetts told of an experience she had last winter when she was given the address of a person and was asked to go and see her. She did not know whether she was blind or partially blind. "I knocked at the front door and got no response. Soon a young girl appeared and I inquired about Miss Fish. She said that Miss Fish was her aunt. Then I met another lady who said that Miss Fish was her sister. Finally I got into the house and entered the room where Miss Fish was and greeted her, but got no response. Her sister informed me that she could not hear me as she was deaf as well as blind. I had brought my primer and some cards with me as I quite often do when visiting a pupil for the first time. I asked the sister how she managed to communicate with the lady. She said she wrote in her hand. I went over and proceeded to write 'good morning.' I was able to visit with her quite well. She had been totally deaf for three years. I gave her Moon Type to read and she learned it so that she knew it all when I went for the next lesson. She now reads magazines and books. She then began to read Braille. She now knows Grade Two. She writes me letters which are very well written for a beginner. That was the way I proceeded with her."

Miss Thompson of Massachusetts told of a deaf-blind man who did not know the Manual Alphabet, but she managed to teach him Moon Type and later he learned Braille.

Miss Rogers of New York said that in her state they feel that the deaf-blind are quite a problem. She knew of one person who had learned Grade Two. She has found that the deaf-blind pupils get much satisfaction from notes they receive from one another.

ROLL CALL OF STATES

Reported by *DOROTHY INGERSOLL

Dictaphone Operator and Typist, Watertown, Mass.

District of Columbia—We have been preparing three children for school. One little girl, age seven, we have had since February and now we hope she will be able to enter school in the fall. The blind in our state receive free tickets to the theatres. We also have a number of stands.

Maryland—The workshop has had trying times due to the fact that relief for the blind has been changed to another department. We have placed stands in Federal buildings.

New Jersey—For many years there was no work with the adult blind in New Jersey. Dr. Howe influenced the legislature to begin work with the adult blind as well as for the children. In December, 1910, classes for the blind were held in public schools. In 1937 we opened a summer camp. The first summer the house mother was one of the teachers from Perkins. Her leadership and coöperation did much to help the camp get started. This camp has been very successful. We conducted another project of having picnics. One club would bring the children from the public school classes and another club would help entertain them. The children were given an opportunity at these picnics to examine animals and also to go horseback riding. Many of our children do not have an opportunity to see domestic animals and how the various vegetables and fruits are grown. So these picnics were educational as well as pleasurable. One child thought that vegetables that came from the ground were too dirty to eat. Mr. Meyer has worked with the Federal government in organizing stands. Previously stands have not proven very successful as the men did not seem to have the correct idea as to what should go to the salesman and what would be assigned to overhead expense. Now it is understood just what belongs to the salesman and to the one responsible for the upkeep, and that the balance goes to the one operating the stand. We have been able to secure tickets for theatres and permission for

blind people and their guides to travel on one fare. The Commission office has been moved from the ground floor to the fourth floor.

New York—We have been able to secure the services of two nurses to assist in the prevention of blindness program. We have now a pre-school worker who also does social service work. This aids in educating people and in bringing comfort to mothers. New York has also passed a law requiring all persons before marriage to have a physical examination. We feel that the past two years have been very profitable ones in the work for the blind in the state of New York.

Pennsylvania—We have about 15,000 blind people and are doing quite a job. We have eighteen teachers for the adult blind. We find that rubber door mats and dogs made by our pupils go over well. One man goes for a Seeing Eye dog in November. He was an army man. At first we thought he would not be able to have a dog because he is past the age when people are eligible for dogs, but after some persuading on the part of the officials in his state they have agreed to let him have a dog. This man is pleased with this and is looking forward greatly to the time when he will have his own dog. Our talking book project is growing very fast. We have found that it is more satisfactory for the home teacher to take care of the placement of these machines. Pennsylvania has many blind people in the mining district. The WPA has established recreational centers where several blind people have learned to swim. The people seem to get a great deal of fun from these centers. We have a number of stands. Pennsylvania is very liberal with its pension. Those having property or any money in the bank are allowed \$500 and still get the pension.

Rhode Island—During the year 1937 the work of the home teachers went on as usual. Several sales were held in different parts of the state. The present year opened uneventfully. In January the supervisor resigned. Naturally, this retarded our work. A new supervisor, Miss Young, was appointed very soon. She is a capable person with a charming personality. She has had wide experience and has the interest of the blind very much at heart. A law was passed whereby all persons are obliged to have physical

examinations before marriage. Even if they go to an adjoining state and return within six months they have to have this test just the same.

South Carolina—Mr. Godshall spoke for South Carolina. Needless to say, it affords me the greatest of pleasure to be able to get up and tell how very much we have enjoyed our visit with you and to let you know that we feel in our hearts honored to be allowed to become one of you. Until recently, the blind in our state have truly been the forgotten ones. But due to the Lions clubs and certain individuals who have been interested in our cause, we have been able to pass a bill through the legislature requiring municipalities to buy the products of the blind. I hope the next time the Eastern Conference convenes, we will have something of more importance to report.

Virginia—We have a number of stands, but are not ready to report on other projects. We have a cottage for girls and so far we haven't had any accidents. They all go swimming in the river.

SECRETARY'S MINUTES

The eighth convention of the Eastern Conference of Home Teachers was held at Perkins Institution, Watertown, Mass., September 7 to 10, 1938, with a registered attendance of 104 persons, forty-nine of whom were home teachers. Miss Mattie M. Burnell of the Perkins faculty acted as registrar for the convention and her records showed the paid registration by states to have been as follows:

Massachusetts	28	District of Columbia	4
New Jersey	15	Virginia	3
Connecticut	12	Maryland	3
Ohio	11	South Carolina	2
Pennsylvania	9	Maine	1
New York	8	Unclassified (guides)	2
Rhode Island	6		

The delegate from Maine was Miss Mabel Foster, a blind person who had been carrying on field activities in that state under the auspices of a private association. The sessions were enjoyable and the meetings were noteworthy because of the absence of even a ripple of dissension. The weather was ideal except for the opening session on Wednesday evening, and the hospitality extended by Dr. Gabriel Farrell and members of the Perkins staff was most cordial and interested. Nelson Coon, of the Perkins faculty, had been assigned the special duties of ministering to the needs of the convention. Mr. Coon responded with marked attention to every detail, so much so that special mention of his courtesy and understanding was made in the report of the committee on resolutions.

The conference sessions were held in Dwight Hall in the Howe Building where the services of Miss Dorothy Ingersoll, a blind dictaphone operator and typist, were made available for assisting in securing reports of impromptu remarks during discussion periods. The invocation at the opening session was by the Rev. E. William Bastowe of Dighton, Mass., and there were organ selections during the evening by Edward W. Jenkins of the Perkins faculty. The address of welcome was given by Dr. Farrell, director of Perkins, and Mrs. Gladys Bolton Stevens, president of the conference, responded for the organization. There were two addresses, one on "Legislation in Behalf of the Blind" by William H. McCarthy, director of the Massachusetts Division of the Blind, and the other on "Standards of Workmanship" by Mrs. Cora L. Gleason, formerly of the Perkins Institution staff. Brief remarks were made by Miss Lillian R. Garside of Massachusetts, Miss Fanny A. Kimball of Rhode Island, and Mrs. Mary E. Roberts of Massachusetts, all of whom are members of the conference in the capacity of retired home teachers. Dr. Farrell, in his remarks, called attention to the current issue of the "Lantern," the Perkins Institution publication for its graduates, which had been fittingly dedicated to home teaching activities. The periodical contained an appropriate foreword by Dr. Farrell and an article by Miss Anna G. Fish of the Perkins staff on "Home Teaching: Its Beginning in Massachusetts."

The meeting Thursday morning, September 8, was given over largely to consideration of placement activities.

Joseph F. Clunk, the recently appointed director of federal activities for the blind, under the Office of Education, Department of the Interior, spoke on "Why and How to Find Work for a Blind Person," while Mr. Coon, of the Perkins faculty, read a paper on "Gardening for the Adult Blind," and Chester Gibson, another Perkins instructor, spoke on "Poultry Keeping As An Occupation for the Blind." These papers were discussed by Miss Mary Hugo of Ohio. Miss Lucy A. Goldthwaite of New York read a paper on "The Latest Developments In and the Possibilities For the Future of the Talking Book." Miss Mary E. Sawyer, librarian at Perkins, spoke briefly on her experiences in the distribution of talking book records to readers in five of the New England states. Miss Ivie M. Mead of Connecticut discussed the remarks of the Misses Goldthwaite and Sawyer.

Thursday afternoon was given over to a visit to institutions in Boston, including the Woolson House and the industries connected therewith, the Cambridge Shops and the workrooms of the Howe Memorial Press and the office and press room of the National Braille Press. Perkins Institution had provided three large sight-seeing buses for the accommodation of the delegates and Mr. Coon and Miss Burnell accompanied the group and it was possible for them to point out various places of historical interest. They were assisted in so doing by Mrs. Gleason and Miss Lydia Y. Hayes of New Jersey.

The session Thursday evening provided for a consideration of the medical aspects of the lack of vision. Dr. Benjamin Sachs of Boston spoke on "Nutritional Disorders of the Eye," while Dr. H. B. C. Riemer of Boston discussed the topic "Social Diseases, Particularly as They Affect the Eye." The doctors' papers were discussed by Miss Rosalie F. Cohen of New York. Miss Mary A. Thompson of Massachusetts rendered vocal selections during the program.

At the session Friday morning Miss Evelyn C. McKay of the American Foundation for the Blind spoke on "Qualifications of Home Teachers," her paper being discussed by Miss Isabelle D. Bush, supervisor of home teaching for the New York Bureau of Services for the Blind. An interesting feature was an address by Charles W. Holmes of Hingham, Mass., on "The New Trade Journal for Home Teachers."

Mr. Holmes stated that the National Braille Press had undertaken the issuance monthly in Braille of a new journal consisting of about 100 pages which would present articles of special interest to home teachers and social workers in this field. Miss Grace Ocksreider of Pennsylvania discussed Mr. Holmes' paper. Miss Lorraine N. Berger of Connecticut read a paper including a very complete report on "WPA Projects in Relationship to the Blind." Reports on such projects were made by Mrs. Stevens of Massachusetts, Miss Adelaide L. Moore for New Jersey, Miss Edith Sperry for Ohio, E. H. Fish for the Perkins Institution project, and Miss Mary Cherlin for the Providence project.

Friday afternoon was devoted to an inspection tour of Perkins Institution and grounds. This was conducted by Mr. Coon, who displayed marked capacity for selecting the things which would be of particular interest to the delegates and in commenting on them. The pond, the vegetable gardens, the notable English beech tree and the highly prized goats of the institution were pointed out. Later in the afternoon Dr. and Mrs. Farrell received delegates on the sightly terrace in front of the director's residence where refreshments were served.

The session Friday evening was a most inspiring experience for the delegates, who listened to two addresses; one by Kenneth H. Damren of Boston on "What Lions Clubs Are Doing for the Blind in Different Parts of the Country," and another by Rev. John J. Connolly of Boston on "The Catholic Guild for the Blind of Massachusetts." These speakers were enthusiastic in the presentation of the factors involved in their work and now and again some statement was greeted with applause. Mr. Damren gave the finest exposition of work by Lions clubs which it had been the privilege of many of the delegates to hear. His recital of the benefits made possible to blind girls by Camp Allen was most enlightening. Father Connolly told in detail of the work of the several chapters of the recently formed Massachusetts Guild for the Blind. Each of the several chapters had assumed responsibility for a different aspect of the work such as clothing, employment, visiting, and spiritual benefits. The work, it appeared, had centered largely about Boston but Father Connolly and his assistant, Rev. Thomas

J. Carroll, who was present in the audience at several of the sessions, had the permission of the bishop to visit Catholic congregations on Sunday to present the needs of the Guild. Father Connolly made it clear that the work was in its infancy but he spoke most enthusiastically of his plans for the future.

Miss Loretta Noonan, one of the Massachusetts home teachers, rendered several vocal selections following these addresses. The president, Mrs. Stevens, then called on Walter G. Holmes, manager and vice-president of the Matilda Ziegler Publishing Company, to tell something of the movement for Friendship Leagues. Mr. Holmes spoke extemporaneously and his remarks were warmly applauded. This was followed by a symposium with Mrs. Stevens as leader when various teachers told of unusual experiences in their work. Remarks by Miss Hayes of New Jersey stressed the need of more men home teachers. This topic caught the popular fancy and one after another of the teachers voiced approval of it. There was, however, a little pleasant questioning of the need of more men teachers, and Mrs. Emma D. Wernett of Ohio remarked spiritedly that the women teachers were perfectly able to meet all contingencies and that she wished to warn the men that they could not take away their jobs. At one of the previous sessions a beautiful expression, in poetic form, written by Mrs. Wernett and entitled "A Home Teacher's Prayer" was read by request by the secretary of the conference.

There was a roll call of states on Saturday morning during which delegates reported outstanding achievements in all fields of work for the blind the past two years in Connecticut, the District of Columbia, Maine, Maryland, Massachusetts, New Jersey, New York, Ohio, Pennsylvania, Rhode Island, South Carolina and Virginia. This was followed by a business session at which the following motions were made and carried:

That the secretary be instructed to pay Miss Dorothy Ingersoll \$10 for her services;

That the secretary be instructed to pay the travel and hospitality expenses of Miss Goldthwaite;

That the secretary be instructed to send Rev. E. William Bastowe an honorarium of \$10;

That the membership of the association be limited to active and retired home teachers, executives of organizations employing home teachers and supervisors of home teaching departments in such organizations;

That South Carolina be admitted to membership in the conference;

That the secretary be instructed to make the necessary arrangements for the printing of the Proceedings;

That the membership roster of the conference be printed in the Proceedings;

That the price of the Proceedings be fixed at \$2 a copy;

That Miss Helen Keller, Miss Lucy A. Goldthwaite, Walter G. Holmes and Dr. Edward E. Allen be elected to honorary membership in the conference;

That the conference contribute \$25 toward the publication of the Trade Journal for Home Teachers;

That at future meetings of the conference the names of delegates be posted in typewritten form on a bulletin board by the secretary in order that those present may know who are in attendance;

That the offer of the National Braille Press to print the Proceedings of the conference in Braille, provided the conference would pay for the cost of the plates at a cost of 50 cents a page, be declined with thanks but that the offer of that organization to publish certain papers presented during the conference be accepted with thanks.

There was a discussion as to the selection of a meeting place two years hence. The secretary read a letter from the Board of Trade of Washington, D. C., inviting the conference to meet in that city. There were expressions of opinions for and against Washington as the meeting place, certain of the members adhering to the belief that it would be more economical and more satisfactory from a standpoint of convenience and sociability to meet at a school. In order to determine what the preference was Mrs. Stevens called for a rising vote in response to which twenty-one persons declared in favor of Washington and 10 in favor of a school. It was voted:

That a final decision as to the meeting place two years hence be referred, with power, to the Committee on Time, Program and Place.

The secretary announced that a telegram conveying the greetings of Miss Helen Keller had been received and he was requested to read the message which was as follows:

“Affectionate greetings and admiration. I look upon you as counsellors, life builders. That means rare devotion, resourcefulness, bouyancy. The adult blind owe their release to you. Unafraid, you brighten them with faith and purpose. You restore them to society and find ways for their usefulness. Faithful sentinels, you guard light in seeing eyes and home happiness. Proudly I salute you, brave workers for the blind. Cordially, Helen Keller.”

There was a spirited session of singing, lead by Miss Thompson with Miss Cohen at the piano.

Miss Bertha M. Johnson, treasurer of the conference, submitted her report as follows:

Balance on hand September 1, 1936 \$149.50

Receipts

Registration fees	\$44.00	
Membership dues	37.00	
Donation by Dr. Samuel Kopetzky	15.00	
		<hr/>
		96.00
		<hr/>
		\$245.50

Expenditures

N. Y. Inst. for Education of Blind.....	\$10.00	
Blind Players of Brooklyn	35.00	
Printing	6.39	
Telegram47	
Total		<hr/>
		51.86
		<hr/>

Balance in treasury September 6, 1938..... \$193.64

It was voted to approve the report and order it placed on file. It was announced, however, that since the opening of the conference \$104 had been received as payment of dues and \$52 in payment of registration fees, making an additional \$156 to be added to the balance referred to above, or a total sum of \$349.64.

The president had previously appointed as members of the Resolutions Committee Miss Mary Hugo, Ohio, chairman; Miss Mary J. Cherlin, Rhode Island; Mrs. Francis A. Connor, Connecticut; Miss Irene Duquette, Massachusetts; Miss Mary L. Sundholm, New York. The report of this committee was as follows:

WHEREAS, Perkins Institution in the persons of Dr. Farrell and his staff, has extended such cordial hospitality to the delegates and guests assembled; and

WHEREAS, The house mothers have made us so very comfortable; and

WHEREAS, The helpful porters have so efficiently served us; be it

RESOLVED, That a rising vote of thanks be extended to them.

WHEREAS, The conference assembled has so thoroughly enjoyed addresses, papers and discussions; be it

RESOLVED, That the Secretary be instructed to send letters of thanks and appreciation to all participants.

WHEREAS, The various committees have so ably discharged their duties; be it

RESOLVED, That a rising vote of thanks be accorded to them.

WHEREAS, Mrs. Stevens, our president, and her staff have so faithfully served us throughout the conference; be it

RESOLVED, That they be extended a rising vote of thanks; and further, be it

RESOLVED, That a special vote of thanks be given to Mr. Coon for his untiring and ceaseless efforts to make our stay at Perkins most enjoyable and instructive.

WHEREAS, A great loss to the work has been sustained by the death of Miss Nellie G. McIntyre, Supervisor of the Home Teachers Course at Overbrook; be it

RESOLVED, That the Secretary be instructed to send a letter of sympathy to Mr. Cowgill, director of Overbrook.

WHEREAS, The National Braille Press has printed our programs; be it

RESOLVED, That a letter of thanks be sent to F. B. Ierardi.

WHEREAS, The Howe Memorial Press has dedicated the September issue of the "Lantern" to home teachers; be it

RESOLVED, That Dr. Farrell be given a rising vote of thanks.

RESOLVED, That we, as a conference of home teachers, go on record as approving of the publication of "A Trade Journal" for home teachers, and that we pledge ourselves individually and collectively to its support.

RESOLVED, That we, as a conference of home teachers, go on record as approving and supporting H. B. 9047, to appropriate money for the prevention of syphilis.

RESOLVED, That the Secretary be instructed to write a letter to Mr. Ierardi, manager of "Our Special" magazine, to ascertain if it would be possible to print the "Kitchenette" and "Handicraft" sections in a separate supplement so that it may more conveniently be kept for further reference.

WHEREAS, The need has arisen for more light reading on talking book records; and

WHEREAS, The need has also arisen for a cumulative list of talking book titles; be it

RESOLVED, That the Secretary be instructed to write a letter to Mr. Roberts of the Library of Congress stating that the Eastern Conference of Home Teachers has voted as a body strongly urging that both these measures be acted upon by the committee on talking book topics; and further, be it

RESOLVED, That more copies of the cumulative lists be supplied to the Distributing Libraries for the Blind by the Library of Congress for a wider distribution among talking book readers.

RESOLVED, That the conference go on record endorsing the qualifications for future home teachers set forth in Miss McKay's paper; and further, be it

RESOLVED, That the Secretary be instructed to write a letter of appreciation from the conference to Miss Helen Keller for her beautiful tribute to the service of home teachers.

It was moved that the report of the committee be accepted, adopted and placed on file.

The Nominating Committee had been appointed as follows: Francis J. Mack, New York, chairman; Miss Mary M. Leonard, New Jersey; Mrs. Marie King Munis, Pennsylvania; Miss Hazel B. Rogers, New York; Edward S. Schuerer, Massachusetts. This committee reported the following nominations:

President, Mrs. Gladys Bolton Stevens, Massachusetts

Vice-President, Miss Ivie M. Mead, Connecticut

Secretary, Stetson K. Ryan, Connecticut

Treasurer, Miss Bertha M. Johnson, New Jersey

Executive Committee

Miss Mary J. Cherlin, Rhode Island
Miss Margaret M. Crawford, Pennsylvania
Mrs. Ruth Thorpe Durnall, Delaware
Miss Cora A. Fitton, District of Columbia
Mr. Cortez Godshall, South Carolina
Miss Margaret R. Hogan, Virginia
Miss Mary Hugo, Ohio
Miss Viola M. Jaenicke, Connecticut
Mr. Neil C. Johannesen, Maryland
Miss Beulah C. Kelley, Vermont
Miss Mary M. Leonard, New Jersey
Miss Charlotte N. Newing, New Hampshire
Mrs. Mary E. Roberts, Massachusetts
Miss Mary L. Sundholm, New York

The secretary was instructed to cast one ballot for the above mentioned nominations, which was done, and the candidates were declared elected.

During the conference there was an exhibition, in charge of Miss Ethel I. Parker, in the Tactual Museum, of articles which had been sent in by various home teachers. This exhibit attracted favorable attention and comment. There was also made available, through the courtesy of the New York Bureau of Services for the Blind, a generous supply of pamphlets pertaining to conservation of vision and work with the pre-school blind child.

At the conclusion of the business session the conference was adjourned.

STETSON K. RYAN,
Secretary.

A HOME TEACHER'S PRAYER

*EMMA D. WERNETT

Home Teacher, Ohio Commission for the Blind, Columbus

Dear Lord, as I go out today
To teach some sightless one,
Oh, teach me first to know the way
My duty should be done!

Some lonely ones I'm sure to find,
To whom the days seem long;
With idle hands and worried mind,
They feel that all is wrong.

Some aged ones today I'll see,
Grown feeble with the years;
Some trembling voice will answer me;
I'll find someone in tears.

I'll hold some dear, old trembling hand;
Meet those with hair grown white,
Who try in vain to understand
Why they're deprived of sight?

Oh, give me strength, dear Lord, to show
The ones whom I shall meet,
That still life's pleasures they may know—
That there's yet joy most sweet!

Oh, keep me patient, kind, and just,
With every sightless one,
Although I find the progress must
Be slow, with little done!

Oh, teach me, guide me, Lord, I pray,
To dry the tears, and when
I've finished all my work this day,
That I've not failed! Amen.

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